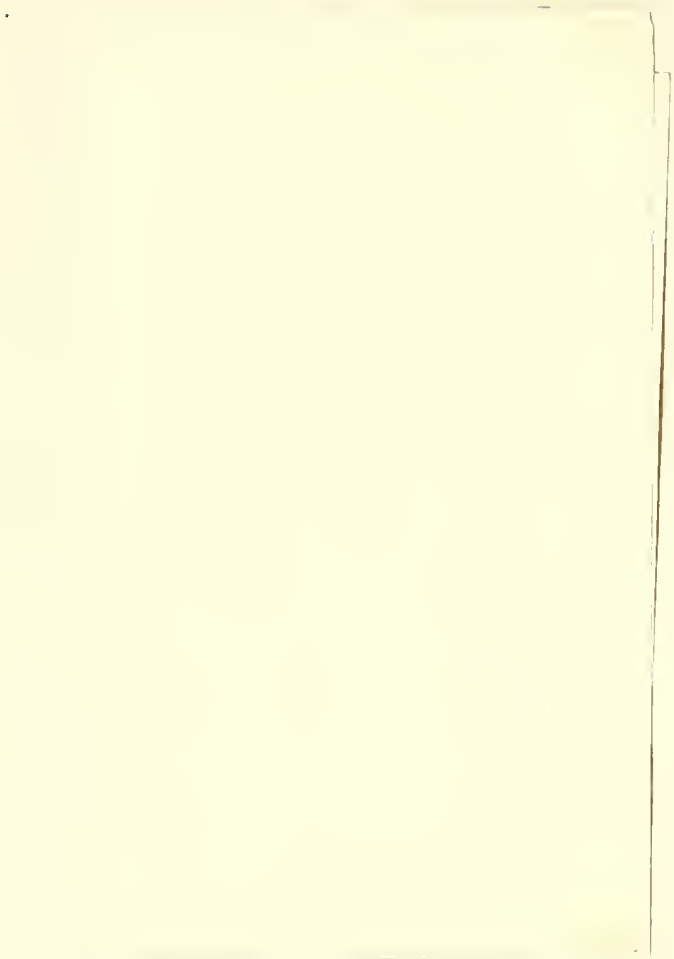

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Chatham College Bulletin 1974-1975

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Academic Calendar 1974-75

Freshmen and transfers arrive	Tuesday, September 3
Freshmen testing, advising	Wednesday, September 4
Upperclass students arrive	Thursday, September 5
*Classes begin for the 105th academic year	Friday, September 6
Note: Thursday classes meet Friday, September 6 Friday classes meet Saturday, September 7	
Freshman and transfer students register	Friday, September 13
Interim registration	Tuesday, October 29
Last day of classes before Thanksgiving	Wednesday, November 27
Thanksgiving recess	Thursday, November 28 thru Sunday, December 1
Second term registration	Wednesday, December 4
Last class of fall term	Friday, December 6
Final examination reading period	Saturday, December 7 thru Monday, December 9
Final examinations	Tuesday, December 10 thru Friday, December 13
Winter vacation	Saturday, December 14 thru Thursday, January 2
Interim period	Friday, January 3 thru Wednesday, January 29
Note: Friday, January 3 and Saturday, January 4 are the first two class days of the Interim period.	
Interim break	Thursday, January 30 thru Sunday, February 2
Spring term begins	Tuesday, February 4
Spring vacation	Saturday, March 15 thru Sunday, March 30
Last class of spring term	Friday, May 16
Final examinations	Monday, May 19 thru Thursday, May 22
Commencement	Friday, May 23

*Beginning September 6, freshmen may attend classes of their choice (not including Freshman Seminars) to determine their final registration choices. Registration for freshmen will be held on September 13.

Chatham and a woman's future

Chatham College is dedicated to just one cause—the success of women. The College's entire purpose is to prepare women to take whatever place they choose in the world. And in the world today, for an educated woman, that place can be anywhere.

Chatham believes

—that the challenges and opportunities for women today are greater than ever before;

—that women are eager to meet the challenges, and to use the opportunities to work toward positions of leadership in society;

—that women students are ready to demand much from themselves and their education;

—that women are best prepared for positions of responsibility through programs of liberal education which stress intellectual and personal development;

—that the education of women must include increasing responsibility: the freedom to make choices, and the power to bring those choices to reality.

Chatham offers the student the whole range of the liberal arts from which to choose. And she is not bound by traditional curricular restrictions. With the help of her adviser, she can determine her particular interests and pursue them in her own way. She sets her goals, and chooses the means to reach them. The responsibility is great, but so are the rewards.

Whatever career decision a Chatham student makes, she should be prepared to carry it out successfully. She will have the education, the discipline gained by intensive training in the liberal arts. And she will know what to expect from the real world—because she has lived there.

Chatham opens directly onto the world. The College is a small, parklike community in the midst of a major city, with its industry and huge multinational companies. Taking advantage of its location, Chatham offers exciting special programs including field placements, career internships, and independent study. Such programs give a Chatham woman an advantage shared by few college students: actual work experience. Skilled, disciplined, experienced women are now much sought after. Chatham women are known to have these qualifications.

Chatham believes in women, their success, and their future. And we think that the best preparation for a woman's future comes only at a college like Chatham.

The Chatham curriculum

Each Chatham woman is an individual. She has her own special abilities, interests, and desires. So at Chatham, each woman has her own educational program. She is free to design a curriculum that suits her needs, drawing from a wide range of courses and special programs.

There are no required courses at Chatham, except courses needed to fulfill requirements in a major. A student can pursue her chosen field in any one of a number of ways: through a traditional major, or an interdepartmental or multidisciplinary major of her own design. Taken together, Chatham's programs are unique:

- Freshman Seminars—study of selected special topics and problems, each limited to no more than 16 freshmen.
- Senior Tutorial—an intensive, two-semester research or creative project under the individual guidance of a faculty member.
- Pre-professional Programs—preparation for a career in law, medicine, education, business, the health professions, engineering, and fields related to the academic disciplines.
- The Program in Administration and Management—a multidisciplinary sequence designed to prepare women for careers in business, government, and social agencies.
- The Program in Communication—a multidisciplinary, multimedia study of the theory and practice of human communication; the foundation for a career in the communication arts and sciences.
- The Interim—an in-depth exploration of a single project—in a formal course or independent study—either on-campus or off, for an entire month between the fall and spring terms.

- Independent Study—in any discipline; extensive work on a subject of one's own choosing with the approval and guidance of a faculty member.
- Career Internships and Field Placement—serious, full-time work or field experience with many of Pittsburgh's corporations, governmental or private agencies.
- Cross-registration Privileges—at any of the nine colleges and universities in the Pittsburgh area.

The student has more than a wide range of choices. She also has the careful guidance of teachers and advisers. And she has her own growing maturity to rely on. All combine to ensure that the program she decides upon will be the right one for her.

The place and the people

The Chatham community

Chatham College is 65 teachers and 600 students living and working closely together. They share an impressive array of experiences and special feelings of both community and individuality. Chatham gives each student the time and attention she needs to help her reach her own goals.

Chatham's classes are small; two-thirds have no more than 15 students enrolled. So the individual student counts. She has the opportunity for close contact with her classmates and teachers.

Chatham's faculty is able and accessible. It is composed of men and women who are not only distinguished in their own fields of learning, but also exceptional teachers. All of them are personally committed to the education of women and to Chatham.

Chatham's students come from all parts of the country and many countries of the world. They represent all kinds of cultural, geographic, social, racial, religious, and economic backgrounds. But they share an enthusiasm for learning and the capacity to assume responsibility for their own lives and educations.

On the Chatham campus, students have the chance to discover something of importance about each other and themselves through social and academic programs in the dormitories, and through the informal camaraderie of everyday campus life. All students whose parents live outside Pittsburgh and its neighboring communities are expected to live on campus. A limited number of non-Pittsburgh students are permitted to live off-campus. (They must be at least second-term freshmen.) In the dormitories, visiting hours are determined by each residence hall section. Adult head-residents, usually couples, live in every dormitory. Commuting students have their own lounge and kitchen. If necessary, a commuter may stay overnight in the residence halls for a nominal fee. All students, whether resident or commuting, share in College activities.

Students sit on almost every College planning and policy committee, and are given an important role in helping to develop their college. Students have helped to shape Chatham's curriculum, have helped to plan the new library and student-faculty center, and are consulted regularly on matters of importance to the College.

The Chatham Student Government coordinates student involvement in College affairs. CSG gives voice to student concerns and maintains student participation on College committees. It also oversees various student boards and organizations.

Extracurricular offerings are many, varied, and important at Chatham. A number are directly related to various academic fields. Student publications include the weekly newspaper, *The Matrix*; an annual literary magazine, *The Minor Bird*; and *The Cornerstone*, the College yearbook. Every student is invited to contribute her artistic, writing, or business talents.

For students with dramatic or musical abilities, the opportunities are almost unlimited. Students may write, stage, direct, or take part in the production of many plays throughout the academic year, whether in the handsome new theater or in the experimental Play Room. Students may audition for the College choir or other campus musical groups, and often participate in various Pittsburgh ensembles and choruses.

The all-student Recreation Association offers such activities as field hockey, archery, basketball, softball, badminton, swimming, tennis, bowling, and fencing on the campus. Students may play golf or ride in nearby parks; and canoe, camp, and ski a short distance outside the city. For the competitive-minded, there are interclass sports. Chatham teams also compete with nearby colleges.

The Chatham campus

The Chatham community and all of its activities are set on 55 wooded acres in the hills of a quiet residential neighborhood. The campus is a park in the middle of the city, a village of Georgian halls and homes in a major urban area.

In the center of the campus is the academic quadrangle, with the Coolidge Hall of Humanities, the Falk Hall of Social Studies, and the Braun Hall of Administration. This trio of buildings houses many

faculty and staff offices, classrooms, the language laboratory, and audio-visual facilities.

Also in the quadrangle is the Buhl Hall of Science. Its large, modern science laboratories are supplemented by individual laboratory areas. In addition to its science facilities, Buhl Hall contains the Earl K. Wallace Lecture Hall and the Rachel Carson Memorial Reading Room, honoring one of Chatham's most distinguished alumnae. The reading room has approximately 4000 scientific books and journals.

Completing the quadrangle are James Laughlin Hall, recently renovated for use as a center for the Department of Music, and the Chapel, which seats 700.

The Jennie King Mellon Library, completed just last year, has space for 175,000 volumes. This ultramodern building's facilities include colorful, comfortable individual study areas and special seminar rooms. Adjoining the library is the handsome, splendidly equipped new Chatham Theater, seating 285 people.

The Andrew W. Mellon Center, onetime home of the former Secretary of the Treasury, is the College's student-faculty center. It houses student activities and staff offices, meeting and recreation rooms, swimming pool, game rooms, and bowling alleys. An addition to the Mellon house, completed in 1973, contains dining facilities and The Weathervane, the campus snack bar. In addition to the Paul R. Anderson Dining Hall, there are four convenient private dining rooms.

Chatham's student residences provide an unusual variety of living experiences. In fact, some bear little resemblance to dormitories, since they were once the homes of some of Pittsburgh's most prominent citizens. A student may live in the Julia and James Rea House, the Marjory Rea Laughlin House, or in Benedum Hall, formerly the home of oilman Michael Benedum. Students can also live in traditional dormitories such as Woodland or Dilworth Halls.

The campus includes a three-and-one-half acre recreation field, three all-weather tennis courts, and the physical education center with its large gymnasium, dance studio, classrooms, and seminar rooms.

The city

The smoke lifted long ago from Pittsburgh, revealing a city of rugged beauty, awesome power, and vibrant life. The city is all around Chatham, and it has become, more and more, one of Chatham's greatest advantages.

Pittsburgh is the third largest corporate headquarters in the nation. The city and its surrounding areas are home to a vast number of private and government agencies. Its foundations, universities, and hospitals are known the world over. And the Chatham woman can have the rich experience of an internship in many of them. Pittsburgh offers her unparalleled opportunities for real-world experience.

Cultural life in Pittsburgh is equally rich and varied. There is music from the famed Pittsburgh Symphony Orchestra, the Opera and Ballet; art in the collections of Carnegie Institute and other museums, and in the studios of a surprisingly large community of local artists; theater on tour or from many local production companies. And there are recitals, poetry readings, programs, rock concerts and jazz clubs.

For spectator or participant sports, there is no better place than Pittsburgh. The city is home to some of the best professional baseball, football, hockey, and tennis teams in the country: the Pirates, the Steelers, the Penguins, and the Triangles. In Pittsburgh, or a short drive away, a student can find just about every athletic activity in existence.

But the greatest benefit the city offers is that Chatham students can become involved in it. They serve with local agencies and institutions; they work with multinational corporations. They also enjoy themselves immensely in this town. Its resources are completely at their disposal.

Life at Chatham

There are as many different living experiences at Chatham as there are Chatham women. But some experiences are shared by all:

Every day in the classroom, a Chatham woman takes part in a genuine exchange of ideas. Each woman is in a class because she wants to be—not because graduation requirements force her to be there. So she is ready to express her own ideas and

expose them to the scrutiny of her classmates and teachers. Class discussions are lively, and they often carry over long after class lets out.

The Chatham woman has the chance for close contact with all her teachers. Because classes are small, faculty members have the time to devote to every individual student. And they are vitally interested in her work and progress.

Under the Chatham Visitor Program, the student also learns from distinguished guests of the College. In recent years, students have had the chance to sit down and talk with Margaret Mead, Kurt Vonnegut, Jr., Helen Hayes, Max Lerner, and Viveca Lindfors, among others.

The Practical Politics Program has brought many officials of government face-to-face with Chatham students. And through Chatham's Programs in the Arts, the campus has been visited by leading theater and music groups and specialists in the arts. The Jennie King Mellon Library has exhibit space for both student and professional art shows.

A student's academic work will take her into the libraries and laboratories of the College for serious and demanding study. It may take her to the libraries, museums, and agencies of the city, and perhaps to other college and university campuses. Through cross-registration, the student can experience life and work on any of nine area campuses.

Off-campus, a student has the whole city to explore. She may be doing serious and important work as a scholar, a volunteer, or an intern. Or she may simply be having fun. The city offers endless sources of entertainment, and there is no shortage of people to enjoy them with. Over 60,000 students, for instance, are enrolled in Pittsburgh's ten colleges and universities.

Life at Chatham can be as quiet as it has to be, as challenging as a student wants it to be. It is lively and contemplative, rigorous and relaxed. No Chatham student ever forgets it.

A brief history of the College

From its beginning, Chatham has been dedicated to the education of women. The College was founded in 1869 by a group of Pittsburghers who realized that women deserved the same educational opportunities and programs as men. Chatham was known then as Pennsylvania Female College, and later as The Pennsylvania College for Women. In 1955, the College was renamed Chatham College in honor of the statesman William Pitt, first Earl of Chatham, for whom Pittsburgh is named.

In the beginning, Chatham was one building, 11 acres, and just over a hundred students. Today it has 30 buildings, 55 splendid acres, and educates more than 600 women. It is fully accredited, non-sectarian, and private. Chatham's endowment, over $15.5 million, is among the largest per student of any college or university in the nation.

Throughout its history, Chatham has been a pioneer in curricular progress. Its educational growth has been impressive, and its new academic program again places the College in the forefront of academic reform. A recent independent study, in fact, listed Chatham among the top ten colleges for women in the United States.

Recently, the Ford Foundation selected Chatham College as one of the 12 most dynamic and innovative colleges and universities in the northeastern United States. The foundation awarded one of its prestigious Venture Fund grants to the College in recognition of its New Directions for Women Program. The grants are awarded to only 49 colleges and universities in the nation. Among the criteria for final selection were "the quality of present educational programs and leadership" and the record of the College's "desire and capacity to try to do new things in new ways."

Chatham's new educational program is also currently supported by special grants from four other national foundations—the Carnegie Corporation, Lilly Endowment, the Danforth Foundation, and the Laurel Foundation—plus several leading corporations.

1. Gregg House
2. The Lodge
3. Athletic Field
4. Physical Education Center
5. Tennis Courts
6. The Carriage House
7. Dilworth Hall
8. Berry Hall
9. Andrew W. Mellon Center
10. Lindsay Hall
11. Open-Air Classroom
12. The Jennie King Mellon Library and The Chatham Theatre
13. Falk Hall
14. Coolidge Hall
15. Buhl Hall and Greenhouse
16. Grenville House
17. Pelletreau Hall
18. James Laughlin Hall
19. The Chapel
20. Braun Hall
21. Woodland Hall and Art Center
22. Marjory Rea Laughlin House
23. Julia and James Rea House
24. Beatty Hall
25. Fickes Hall
26. Mary Acheson Spencer House
27. Gateway House
28. Benedum Hall

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CHATHAM COLLEGE
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CHATHAM COLLEGE
PITTSBURGH · PENNSYLVANIA

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The academic program

Chatham believes that the primary purpose of the college experience is the pursuit of learning in all its forms. But it recognizes that individuals choose to seek knowledge in different ways, with many different goals in mind. The College offers students the freedom to decide on their own individual curricular programs. The result is that Chatham has as many curricula, as many ways of learning, as it has students.

Whatever curriculum the student chooses, it will be guided by several convictions common to every Chatham education:

—that narrow vision and intolerance can be overcome through an understanding of the realities presented by the liberal arts, and through the testing of ideas and methods;

—that one must learn *how* to learn—how to identify problems, evaluate evidence, and pursue solutions;

—that one must learn to judge ideas critically and express ideas effectively;

—that in the pursuit of learning, imagination is as important and useful as reason.

Chatham believes that the ability to write and speak the English language clearly and precisely is fundamental to the pursuit of knowledge. All Chatham students are expected to achieve high standards in written and oral communication. And to gain greater understanding of our own language and culture as well as other cultures, Chatham students are encouraged to study foreign languages. The ability to read works and journals in their original form, for example, greatly enhances one's appreciation of literature, history, philosophy, current events, and scholarly efforts in all fields. Students should therefore take every opportunity to become proficient in one or more foreign languages.

Chatham seeks to develop in a woman an openness to ideas and issues, a sharp analytical sense in dealing with them, and a precision in thinking, speaking, and writing about her own ideas. These qualities grow under the discipline of scholarship, the give-and-take of the classroom, and the free exchange of thoughts among thoughtful people.

Degree requirements

The Bachelor of Arts degree may be earned through fulfilling the following requirements:

1. the satisfactory completion of 34 course units or the equivalent, including two approved Interim programs;
2. the satisfactory completion of the Tutorial;
3. the completion of a minimum of 22 units at Chatham College. The last six of the required 34 must be completed at Chatham. All Chatham-directed Interim courses and courses taken in cross-registration are credited toward fulfilling the residence requirement. Appropriate adjustments are arranged for transfer students.

The Bachelor of Science degree may be earned through fulfilling the following requirements:

1. the satisfactory completion of 34 course units or the equivalent, including two approved Interim programs;
2. the satisfactory completion of the major in chemistry or in biology;*
3. the satisfactory completion of the Tutorial;
4. the completion of the residence requirement as stated on page 11, item 3.

Major options

A student who wishes to concentrate her efforts may do so in any of these ways:

Departmental Major: Major programs are offered in the following areas: Art, Biology, Chemistry, Drama, Economics, English, French, German, History, Mathematics, Music, Philosophy and Religion, Political Science, Psychology, Sociology and Anthropology, Spanish. Each department determines the requirements for its majors.

Interdepartmental Major: A major program may be pursued through concentrated study in two related departments. Such a major must be approved by both departments. It must also be supported by a letter from the faculty member who has agreed to

**A chemistry or biology major is also possible for the Bachelor of Arts degree.*

advise the student and to direct her program, particularly in the interrelations of subjects to be studied.

Problem, Area, or Multidisciplinary Major: A major program may also be pursued through concentrated study of several disciplines bearing on a single concern, possibly in disciplines not usually considered related. The major may be built around a single problem or topic. Such a major must be supported by a letter from the faculty member who has agreed to advise the student and to direct her program, particularly in maintaining coherence of subjects to be studied. Multidisciplinary major offerings include programs in Urban Studies, Administration and Management, Human Expression and Communication, and special Black Studies programs. These last must be approved by the Black Studies Coordinator.

The Tutorial

An extended independent project, the Tutorial, gains its focus from a continuing dialogue between the student and her tutor. The study, undertaken during the senior year, normally centers in the student's major. It may be conducted, at least in part, in the context of a group experience such as a seminar. The Tutorial may include such programs as field work, creative work in any of the arts, scientific research, independent scholarly research, or independent reading.

The Tutorial consists of two course units of internally related study, selected by the student and her faculty tutor. In an interdepartmental major, the Tutorial must have the approval of the two departments. Normally, the two course units are consecutive, in two long terms. Only with special permission may a student complete both units in one long term, or one unit in the Interim.

During the first term of the Tutorial, each student chooses at least one other faculty member as an outside reviewer. Both the tutor and reviewer give the student a critical evaluation of her work. At the end of the first term, the tutor grades the student's work. The grade, to be used by the Committee on Academic Standing, does not become part of the student's permanent record.

At the end of the second term, the student gives her tutor and reviewer a written articulation of her Tutorial experience. Together, the student and tutor decide on the scope of the writing, which may range from a brief report or synopsis to a substantial paper. The student also discusses her experience in an oral presentation to the tutor, reviewer, and other faculty members and students if desired.

General education

The College offers a wide selection of courses of general interest, designed to acquaint students with the problems, topics, methods, and resources of diverse areas of knowledge. Some courses are interdisciplinary or multidisciplinary; others center in a single discipline. While none is closed to majors, certain courses are recommended for the student not concentrating in the area. General education courses are drawn from the following areas:

1. problems and techniques of abstract or formal reasoning;
2. scientific inquiry characterized primarily by success in explaining physical events by laws;
3. scientific inquiry characterized chiefly by making hypotheses, gathering data, and correlating data to test hypotheses;
4. non-verbal aesthetic experience;
5. the literary arts;
6. the history of some aspect of man's cultural development;
7. critical attempts to deal with the problems raised by man's intellectual, aesthetic, and moral experience.

Pre-professional programs

A student planning a career in the professions follows a special sequence of courses, and her progress is followed closely. To prepare for the health professions—medicine, dentistry, veterinary medicine, public health—a student takes a series of chemistry and biology courses, along with basic courses in mathematics and physics. She may decide to major in chemistry or biology, or in some cases

pursue other majors, as long as she has completed the courses required for admission to a professional school.

In a pre-law program, a student may major in any one of several fields, including English, history, political science, economics, philosophy. Above all else, she must concentrate on developing her ability to think, write, and speak precisely and effectively.

For a career in elementary or secondary school teaching, a student may major in her chosen field of interest, rather than in education itself. In order to receive state certification as a teacher, she must complete a sequence of courses in the principles and practice of education (see p. 57). She will also be expected to participate in field experience, including student teaching, during her course of study. Practice teaching can begin as early as her freshman year, giving her an early idea of what teaching is like, and a major head start in practical experience.

All pre-professional students receive guidance and assistance throughout their academic careers. The College advises students on courses of study, provides information on professional school admissions tests and requirements, and helps with the whole process of applying to professional schools.

The Program in Communication

The Program in Human Expression and Communication is an interdisciplinary study of the communications systems that define man's understanding of himself and his world. The program begins with an introduction to the nature and function of language, using English as an example, and expands to include other forms of human communication such as a foreign language, a computer language, or an art form. The student is trained to be critically aware of human expression in all its forms, particularly in public and commercial communication. The student is then able to put theory and judgment into practice by actually working with the technology of communication.

The program is designed especially for students contemplating careers in any of the communication arts and sciences—in publishing, journalism, systems analysis, advertising, broadcasting, film, theater, and countless others. It gives the student in-depth understanding of the principles of communication and communications media, and the skill to use these principles successfully in her career.

The Program in Administration and Management

Chatham recognizes that women are assuming more and higher positions of leadership than at any time in history. The Program in Administration and Management is designed to prepare Chatham women to begin a career in administering or managing at various levels and in a wide variety of institutions and agencies.

The Program offers the student thorough training in leadership—its theory, its history, its tools. It considers the functions and values of management in business, government, and the non-profit sector. Even more importantly, the Program gives the student the background she needs to understand many facets of administration and management, whether financial, political, or technological. With this background, a student can take full advantage of whatever career opportunities she encounters.

The Interim

The Interim, the one month separating the fall and spring terms, is a special time for the student to approach her education independently and creatively. During the Interim, she can concentrate on one project of her own choosing. Learning is not limited to regular curriculum offerings, nor tied to the geographical boundaries of the campus or the fixed time of the lecture hour.

The Interim offers an exciting variety of possibilities: experimental courses and projects, travel and field experiences, student exchanges, and interdisciplinary programs. The student can even use the month to study abroad. She may take a formal Interim course, or undertake an academic project of her own design.

A student must complete two approved Interim programs. If she chooses, though, she may enroll in every Interim throughout her four years, and receive credit for each satisfactory project.

During the recent Interim, Chatham students undertook a large variety of independent projects, among them the following:

Field Study in the Caribbean	Hampshire College and the Caribbean
Reconstruction and Classification of Artifacts	Smithsonian Institution
Television Research	Fisher Scientific Company
Study of REM and non-REM Sleep in Babies of Schizophrenic Mothers	Child Guidance Center of Pittsburgh
Work with an Advertising Agency	Fuller & Smith & Ross Advertising
Work in a Classroom for the Mentally Retarded	South Euclid-Lyndhurst Board of Education, South Euclid, Ohio
Study of Stained Glass in the City of Pittsburgh	Pittsburgh History and Landmarks Foundation
Study of Preschool Educational Techniques and Materials	Beirut, Lebanon
Laboratory and Research Work in Experimental Chemotherapy	Presbyterian University Hospital, Pittsburgh
Study of Eastern European Systems of Socialism	Eastern Europe
Work in a Montessori School	Whitby School, Greenwich, Connecticut
Internship in Occupational Therapy	New Rochelle Hospital, New Rochelle, New York
Study of Constitutional Law	American Civil Liberties Union, Burlington County, New Jersey

During the recent Interim, too, Chatham offered the following formal projects and courses:

Art:	The Study of Raku
Biology:	Evolution Biological Aspects of Sexual Function
Drama:	Theater in England (based in London)
Education:	Living and Teaching in Primary Schools in England Pittsburgh as the Classroom
English:	Film Workshop Classicism, Romanticism, and Realism
History:	The American Indian The Historian at Work The Eastern European Revolution and the People's Democracies
Modern Languages:	French Language and Culture Spanish in Mexico (based in Colima) Writers of the Negritude Movement German Literature through Film and Recorded Performance German Language and Culture
Religion:	Jesus in Myth and History
Physical Education:	Movement Components in the Open Classroom
Political Science:	Civil Rights of Women
Sociology-Anthropology:	American Women from a Sociological Point of View Sociology of Production: Metallurgy
Interdisciplinary:	
Art and English:	Introduction to Architecture
Chemistry:	Design and Construction of Scientific Apparatus
Modern Languages and Philosophy:	Concept of the Artist in German Philosophy and Literature
Psychology:	Introduction to Computer Science

Interim courses offered in 1975 include:

Art:	Art History Field Trip: Rome and Florence
Biology:	Marine Biology, Miami, Fla.
Drama:	Rehearsal and Production
History:	British Architecture and Related Social History
Modern Languages:	Survey of German Literature

Music:	Problems in the Performance of Twentieth Century Music
Philosophy and Religion:	Philosophy and Feminism
Political Science:	Introduction to Urban Planning

Freshman seminars

The College offers a special group of topic-oriented and problem-oriented seminars, open only to freshmen. Each is designed for a small group of students concerned with the articulation, consideration, and research of a common problem. In the seminars, a freshman begins to learn about the whole process of academic inquiry and discussion, and about the importance of her writing and speaking skills. She can identify her weaknesses in communication and take steps to correct them. Normally, freshman seminars will meet on a three-hours-per-week schedule. Each seminar, however, is designed differently and the normal class schedule may not always apply. Recent freshman seminars have included courses on:

Biology:	Man Versus Science
Drama:	Form in Performance
English:	Idea and Form in Literature
History:	Arthur, "The Once and Future King"
Modern Languages:	The Liberated Woman: French Existentialist Approach
Philosophy and Religion:	The Quest for Self
Sociology-Anthropology:	Knowledge for What?

Current seminar offerings are listed under the various academic departments in this Bulletin.

Faculty symposium

The Faculty Symposium serves as another kind of innovative course. Two or more faculty members may schedule a symposium on a subject relevant to their disciplines, or to discuss and probe scholarship in which they are engaged. Appropriately qualified students may enroll for credit in the symposium and take an active part in the process of scholarly investigation, discourse, and argumentation.

Independent study

Independent study gives the student the chance to do important work—on a project of her choice—in an area important to her. Her work often takes her far beyond the formal curriculum and deep into the subject. Independent study imparts a sense of academic discipline and great intellectual self-reliance. And since the student is doing exactly what she wants to do, her work is bound to be highly meaningful and exciting.

A student doing independent study works closely with an instructor of her choice. Before registration, the student should make arrangements with the instructor and determine the nature and scope of the work, as well as the amount of credit she is to receive.

All departments offer independent study. Recent projects have included the following:

Study of anatomy through the use of clay sculpture

Ambulatory health care in the ghetto (with Friendship Medical Center, Chicago)

Children's programming (with WQED)

Planning recreational activities for retarded children

Study of function and structure of the ear (with Eye and Ear Hospital)

Study of the development of children's literature

Study of the influences of Schopenhauer and Nietzsche on Herman Hesse

Emotional outlook of hospitalized children (with Western Pennsylvania Hospital)

Cultural study of Dahomey

Hormonal aspects of cardiovascular disease (with May Institute for Medical Research)

Teaching practicum in Rochester, N.H. elementary school

Criminal court observation

Study of Colonial America, 1620-1763

Paralegal work (with Harlem, N.Y. community law offices)

Computer applications to economics

Simulation as a method in political science

The Baroque era in Germany

Law, ethics, and individual responsibility

Study of practical workings of a health care agency (with the Health and Welfare Association of Allegheny County)

Study of six French suites for the keyboard by Bach

Study of political prisoners in Viet Nam (with American Friends Service Committee)

Study of masterpieces in Russian literature

Corporations and Congress

Pittsburgh-Chatham Program

The Pittsburgh-Chatham Program uses the resources of the city to amplify and expand the programs of the College. The Program creates new ways to relate courses and independent study projects to Pittsburgh and its people. It brings faculty and students together in cooperative efforts with Pittsburgh agencies and professional groups. It helps make students more aware of the career possibilities open to them in the Pittsburgh area, and arranges field placements with local corporations, governmental units, social agencies, and private groups.

Internships

An internship gives a student real-world work experience that lets her test possible career choices, and later lets her acquire in-depth experience. Chatham students are welcome as interns all over the city. They are given responsible, important work to do, and the opportunity to learn the inner workings of businesses, government agencies and social institutions. A student finishes an internship with a much better idea of what she wants to do in life. She has also gained invaluable experience to note on her record when she seeks employment after graduation.

Internships are normally arranged by the Career Planning Office. Recently, Chatham students have served as interns in the following areas:

Public relations:	Ketchum, MacLeod & Grove
International marketing:	Westinghouse Power Systems Company
Law:	District Attorney's Office, Pittsburgh
Pathology laboratory work:	Magee Women's Hospital
Feature writing:	The Forum
Photography:	Pittsburgh Press
Trust department:	Mellon Bank
Overview of savings and loan operation:	First Federal Savings and Loan
Public affairs programming:	WKTQ Radio
Employee publications:	U. S. Steel Corporation
Overview of hospital operations:	Magee Women's Hospital
Publishing:	KNOW, Inc.
Teaching arts and crafts:	School for Blind Children
Processing consumer complaints:	Pennsylvania Consumer Protection Agency
Employee publications:	Westinghouse Electric Corporation
Teacher's assistant in early childhood development:	Child Guidance Center
Occupational therapy:	Ivy Nursing Home
Parasitologic examination of zoo animals:	Pittsburgh Zoo
Work with children in reading disabilities:	Home for Crippled Children
Work with parole officers:	State Probation and Parole Board
Study of behavioral aspects of captive birds:	Pittsburgh Aviary
Work in chemistry and biology labs:	Allegheny County Board of Health
Work with city planner:	City of Pittsburgh Department of Community Planning

Counseling wives of patients:	Veterans Hospital

Cooperative arrangements with other Pittsburgh colleges and universities

Students at Chatham College can take advantage of a wide variety of programs and services at other Pittsburgh institutions of higher learning. Carlow College, Carnegie-Mellon University, Chatham College, Duquesne University, the University of Pittsburgh, Point Park College, Robert Morris College, LaRoche College, the Community College of Allegheny County, and the Pittsburgh Theological Seminary are members of the Pittsburgh Council on Higher Education (PCHE).

The Council sponsors many interinstitutional programs, so students from each college and university may study with students from other colleges and become members of a greater university community.

Cross-college and university registration

Any undergraduate student attending a PCHE member institution may enroll in courses (except for the University of Pittsburgh's summer term) at any other member institutions (see list above). Chatham students may also take courses in Latin and Greek at Carlow College without extra charge. Approval is granted by the student's adviser and the dean or designated officer at each institution.

Normally, a student may enroll in any course accredited towards a baccalaureate program in arts and sciences. She will receive full credit for the course, and her grade will be transferred to her Chatham record. The academic regulations of the host institution, including the grading and honor systems, will apply in all cases. There is no additional tuition charged.

A student may obtain further information on cross-registration from the Chatham registrar.

International Studies Program

Through the International Studies Program at the University of Pittsburgh and in cooperation with other colleges and universities in Pittsburgh, Chatham students can participate in an intercollege, interdisciplinary study of comparative communism. This program is supported by the Carnegie Corporation. Each term, approximately 50 selected courses are offered under this program. Chatham students should inquire at the Office of the Chatham Registrar for information on prerequisites, time, and place of course offerings.

In cooperation with the other members of the Pittsburgh Council on Higher Education, the University of Pittsburgh offers an intensive program in Chinese. A student may enroll in the eight-week summer course at the University of Pittsburgh for the first two units of the course. Enrollment for units 3 and 4, in the fall, is made through the Chatham Registrar.

Engineering Program

Through a special program for women at the School of Engineering and Applied Science at the University of Virginia, eligible Chatham graduates can earn a B.S. degree in engineering. The post-baccalaureate program combines 12 months of study in engineering and a six-month paid internship. Students entering the program should have strong backgrounds in courses in mathematics and the natural sciences.

Study abroad

Any student may study abroad for credit in programs approved by the Committee on Study Abroad. Study abroad may take place during one of the terms, the academic year, the Interim, or the summer. Most academic year programs are designed for juniors; Interim and summer programs are for all classes. The Committee sets no academic performance level as a criterion for its approval, but a student should have academic competence or a specific language skill, or both, to profit fully from the program.

Chatham students may select from numerous approved programs offered either by other colleges and universities or Chatham itself. They are thus more likely to find educational experiences suited to their special academic needs. About 100 students

undertake such study annually in one of the five different session units.

Recently, Chatham women have studied abroad in the following areas:

Art History in Rome

Political Science in London

French at University of Lyon, France

Spanish in Madrid

Sociology at Chung Chi College in China

Classics and Archeology at Hebrew University of Jerusalem

Economics at the University of London

Interested students are urged to file their Chatham applications well in advance of the filing dates required by their chosen programs, but not later than April 1 for programs that begin in the fall. Further information and the Chatham application form may be obtained at the Office of Evaluation Services.

Summer study

A student wishing to receive credit for summer study must obtain, in advance of study, approval of both the course work to be taken and the institution where it will be taken. The equivalent of two courses is the usual program permitted. No credit is allowed for work of less than C grade. Application for approval should be filed with the Registrar before May 1.

Semester in Washington

Juniors with good academic records and a desire to do independent field work and research are eligible for a semester in residence at The American University in Washington, D.C. Students may choose:

- the Washington Semester, with a focus on American national government;
- the Urban Semester, with a focus on urban and metropolitan problems;
- the Foreign Policy Semester, with an emphasis on the formation of U.S. foreign policy;
- the International Development Semester, with an emphasis on developing nations;
- the Economic Semester, with a focus on the formation of economic policy;
- the Science and Technology Semester, with a focus on environmental and technological concerns of modern society.

Students receive four Chatham course units for the programs. Students from all disciplinary backgrounds are eligible to apply.

SOLUTION #2:
CALL JACK OR CHUCK 261-2022

The advisory program

Academic advising

The Chatham student is responsible for designing her own program of studies, but it is not a responsibility she has to bear alone. She can depend on the guidance and cooperation of her faculty adviser throughout her entire academic career.

Her faculty adviser helps the student gain the perspective she needs to make her decisions and plan her life. The adviser supplies information on the College's resources and how the student can take advantage of them. She is encouraged to discuss, analyze, and evaluate her hopes and plans for the future.

The advisory relationship will undoubtedly vary widely. But the student can fully expect that her adviser will be accessible whenever she needs to solve problems, make choices, or just talk things over. The adviser offers concerned and attentive consultation to help the student evaluate her efforts in light of her educational goals.

Each entering freshman will be assigned a faculty adviser who will meet with her before the beginning of classes. The adviser will be familiar with the student's record, and the two can discuss in depth a program for the first term.

Freshman course registration is not held until after the first full week of classes. During this period, freshmen will be free to attend all courses, except Freshman Seminars, in which they might enroll. They will then be able to make informed decisions about the program they will actually pursue.

A student ordinarily remains with her freshman adviser until she has chosen a tentative major or focal interest. This choice could come as early as the end of the first term, or as late as the end of the sophomore year. At that time, the student applies to the department or professor of her choice for a major adviser. Students are as free as possible in choosing or changing their advisers. Entering transfer students select their advisers after consultation with the Assistant Provost.

In the second half of each long term, an advising week is designated. Each adviser then provides an hour's scheduled appointment with each of his or her advisees. (As much additional time as necessary is available throughout the year to advisees who desire it.) The advising week is also the scheduled period for changing advisers.

Career counseling

Planning a career is an ongoing experience at Chatham College. A student is continually gathering information and making decisions about her future—in her classes, in talks with her adviser, in any of the special career programs. A large part of college life is devoted to deciding on and preparing for life's work.

The Career Planning Office is the focal point for a student's career ambitions. It informs students of the many opportunities for putting their skills, interests, and experience to work.

The Office sponsors workshops and offers individual counseling to help students discover their career aims. It maintains and continually adds to its collection of information on work opportunities and requirements. By scheduling various programs throughout the year, including informal discussions with professional women in many new and challenging occupations, the Office makes students and faculty aware of the expanding job options for women.

The Career Planning Office arranges internships and other field placements while the student is attending Chatham. As she begins to enter the job market, the Office will help her write a résumé and prepare for interviews. It arranges on-campus recruitment by employers and graduate schools. The Office also provides a credentials service which Chatham women can continue to use throughout their professional lives.

Admission

Chatham College seeks capable and highly motivated women. Applicants must be able to meet all the challenges of life and study at Chatham and be enthusiastic about learning. They must be ready to take on increasing responsibility for their own education and lives.

Chatham admits candidates who show the strongest evidence of these qualities. Selection is determined by the candidate's academic record, recommendations, an interview, and any other pertinent information furnished by the student and/or her high school. Diversity, too, is an important consideration. The College tries to enroll students from a variety of backgrounds—cultural, geographical, racial, religious, socio-economic—with a wide range of interests and talents.

The student's high school program should emphasize English, foreign languages, history and social studies, mathematics, and the sciences. But there are no fixed requirements concerning subjects taken or the number of units in any subject. Chatham believes that the high school student should both prepare herself to do successful work in college and also follow her *own* interests. If a high school student has special interests and abilities in art, music, dance, or drama, to name just a few, she should pursue these as much as possible.

Submission of entrance examination scores (College Board SAT, ACT) is optional.* Chatham evaluates applicants as individuals, not as test scores. The College bases its admission decisions on *all* the records submitted by the student, including her written statement on the application form.

Admission procedure for freshmen

The student and the College cooperate throughout the whole procedure of admission. Each party gains enough knowledge to make a reasonable and informed judgment about the other. The College shares with the applicant as much information as possible on academic programs, campus activities, and student life. The applicant supplies the required supporting credentials for her application and keeps the College advised of information helpful in evaluating those credentials. New students are admitted to both fall and spring terms.

To apply for admission:

1. File an application for admission with the Admissions Office, together with a nonrefundable $15 processing fee. The application form may be obtained by writing to the Admissions Office. In cases of extreme financial hardship, the fee may be waived. Fee waiver requests, supported by a recommending agency or counselor, should be made to the Admissions Office.

   Apply early to ensure prompt completion of all preliminary arrangements and credentials. The application date is not considered in selecting candidates, but Freshman Seminar and dormitory preferences are assigned according to the date on which admission applications are received. For full consideration of class and dormitory preference, candidates should apply before March 1 for fall entrance and before January 2 for February entrance.

2. *Optional, but strongly recommended.* Arrange to visit the campus and have a personal interview. Chatham urges each prospective student to come to the campus either before or after filing her application. The College welcomes both prospective students and their families. The best way for a student to learn about Chatham is by touring the campus with a student guide; talking with students, faculty, and staff; and sitting in on classes. Every effort will be made to arrange at least one class visit for student visitors. During the academic year, September to June, candidates may make arrangements in advance with the Admissions Office to stay overnight—as guests of the College—in one of the residence halls. This is a chance to sample student life at Chatham, to attend classes, and to meet faculty members and students.

The Admissions Office, located in the Andrew

In rare instances, where a student's records are not complete enough for a full evaluation, the Committee on Admission may require test data. <u>After</u> admission decisions are made, all freshmen will be requested to submit results of the College Board SAT or the ACT. The College will use these scores for general research purposes.

W. Mellon Center, is open from 9:00 a.m. to 5:00 p.m., Monday through Friday, and on Saturday from 9:00 a.m. to 12:00 noon, September to June. During the summer months, the office is closed on Saturdays. While visitors should make an appointment with the Admissions Office, the College tries to accommodate interested students who happen to drop in. If a student cannot visit the campus, she should arrange for an interview with an Alumnae Representative. (See pages 101-103 for names and addresses of these representatives.)

3. Upon receipt of the application and fee, the College sends the applicant transcript and recommendation forms. These forms should be completed and returned to the College by her principal/counselor and two teachers best qualified to judge her academic ability and motivation. One of the recommendations should be from an English or foreign language teacher. Chatham has a special interest in a candidate's ability to use languages precisely and logically. If a candidate wishes, she may also request an individual with whom she has worked closely in or out of school to submit a fourth recommendation.

4. In February or March, the applicant's credentials are presented to the Admissions Committee for its decision. At this time, the student's record for the first semester of her senior year will be on file.

5. The decision will be mailed to the applicant in March. Accepted applicants are asked to reply and pay a deposit by May 1. Applicants for February admission will be considered early in January; accepted applicants must reply by February 1 at the very latest.

Two Early Decision Plans

The Early Decision on Admission Plan at Chatham is for qualified high school seniors whose firm *first choice* is Chatham. While the candidate may make other applications for admission, she agrees to withdraw other applications upon acceptance at Chatham.

There are two time schedules for Early Decision Admission candidates. An applicant who applies before November 1 of her senior year and whose credentials include her records through junior year, along with her counselor's and teachers' recommendations, may be granted admission and notified as early as December 1. Applicants who apply between November 1 and January 2 may be granted admission in early February. Financial aid is granted to accepted Early Decision applicants who qualify on the basis of financial need and academic promise. Decisions on aid will be announced simultaneously with decisions on admission.

For detailed information on the two Early Decision Admission plans, write to the Admissions Office.

Early entrance

Chatham believes that most students profit from four years in secondary school. However, mature and able students who will have finished three years of high school, and who have valid reasons for wanting to move forward, may apply for early admission to Chatham. These candidates should have the support of their parents, teachers, and counselors. The procedure for applying for early admission is the same as for regular admission to the freshman class. The interview is especially important for early admission candidates. These students are requested to come to the campus for informal conversations with the faculty, students, and admissions officer. Under ordinary circumstances, early entrance applicants are not considered under the Early Decision Admission Plan.

Deferred entrance

Accepted students may postpone or defer entrance until the following term or year. The intent is to give the student more time to clarify her interests and goals, and to pursue volunteer service, independent study, travel, or work.

A deposit of $150, applicable toward fees at the time of entrance, may be made in advance to reserve space in the following term or year.

Financial aid awards will be made the term just preceding entrance. Students needing financial

assistance are requested to file the Parents' Confidential Statement by March 1, if planning to enroll in the fall term; or by December 15, if planning to enroll in the spring term.

Credits for Advanced Placement Program

Candidates who have participated in Advanced Placement Program courses of the College Entrance Examination Board are urged to take the Advanced Placement examinations. Chatham grants the equivalent of a year's course credit for grades of 4 or 5 on these examinations. Fulfillment of some introductory prerequisite courses is granted, whenever appropriate, for grades 3, 4, or 5. Students who earn grades of 4 or 5 on four Advanced Placement examinations will be admitted to Chatham at the sophomore level.

Candidates for freshman admission who have satisfactorily completed college liberal arts courses before entering Chatham will receive advanced placement and credit upon submitting an official transcript.

Admission procedure for transfer students

Chatham welcomes the opportunity to discuss the continuing educational plans of transfer candidates, including junior college and community college graduates. Students from accredited colleges may be given advanced standing at Chatham College without examination for the fall or spring terms. Their college records should show above average achievement. The high school record is considered, but greater emphasis is placed on performance at the college level.

Credits for transfer students are converted to Chatham course units by dividing the total number of transferable semester hours of credit by 3.5. When transfer credits are presented in quarter hours, they should first be converted to semester hours by multiplying them by 2/3.

Applicants from non-accredited or newly founded institutions not yet fully accredited should submit results from the College Entrance Examination Board College-Level Examination Program (CLEP). Information about the CLEP program, test center addresses, and costs can be obtained by writing the College-Level Examination Program, Box 1821, Princeton, New Jersey 08540. A student should take both the General Examination and one or more of the Subject Examinations, as determined in advance with Chatham. The examination results, along with the applicant's previous school and college records, will be used in making a final decision.

Students considering transfer to Chatham College for September, January, or February entrance should become familiar with the academic program and graduation requirements. They should also consult with a member of the admissions staff. Transfer students who apply before March 1 will be notified of the decision of the Committee on Admission no later than April 10. Those who apply after March 1 will be notified as soon as possible after all credentials are on file.

An applicant for advanced standing should:

1. File an application on a form obtained from the Admissions Office. Enclose a non-refundable processing fee of $15.

2. Request the college or colleges previously attended to send directly to the Chatham Admissions Office an official transcript of the work taken up to the time of making application to Chatham. (The College will obtain high school records directly from the school.)

3. Send a marked copy of the catalogue of the college or colleges previously attended, indicating the courses for which Chatham credit is desired.

4. Request the College Entrance Examination Board to forward the results of all Advanced Placement Examination Reports or College-Level Examination Program test results. No new entrance examinations are required, unless specifically requested by Chatham.

5. If at all possible, arrange to visit the campus and meet with a member of the admissions staff and/or faculty.

6. At the close of the semester prior to entrance, request that a final transcript be sent to Chatham by the present college.

See page 39 for information concerning financial aid for transfer students.

Admission procedures for guest students from other colleges

Chatham College welcomes the visiting student from other colleges and universities for either a term, an Interim, or a full year. The student should be in good standing at her own institution and have the written approval of the major academic officer of her college. She should apply at least four weeks prior to the beginning of the term. Tuition, fees, and resident charges, when appropriate, are assessed as for Chatham students. Inquiries should be addressed to the Office of Admissions.

Admission of high school guest students

Chatham College welcomes serious high school students who seek the additional challenge of college-level work while completing their high school program. High school seniors with strong academic records and the approval of their principal or counselor are admitted to selected Chatham courses. A student may attend during the fall, Interim, or spring terms, subject to the availability of space.

High school guest students may enroll for one course unit (3½ semester hours of credit) per term. Students enrolled receive full college credit for satisfactory work. Tuition is charged at one-half the per-unit rate. Interested students should address inquiries to the Director of Admissions.

The Gateway Program

Chatham College welcomes adult women students. The Gateway Program opens opportunities to women who have bypassed or interrupted their college experiences in order to raise families or begin careers; to women who already have a college degree but wish to enrich themselves further; and to women seeking the knowledge needed to enter a new field or develop themselves more fully in their present field.

Such mature students have made profitable use of Chatham's flexible curriculum and small classes, its relations with the city, and its personal attention to students. In recent years, increasing numbers of women have entered Chatham as full-time or part-time, degree or non-degree students. Their success in and out of the classroom has been notable. They have contributed unique insight and maturity to the College, and derived enrichment and confidence from their continuing educational experiences.

Admission to the Gateway Program is uncomplicated. The program is open to women who have not attended a college or university on a full-time basis for at least four years. Each applicant is considered on an individual basis, so that her own goals, qualifications, and problems can be given careful attention. Degree candidates should:

1. Arrange for a personal interview with a member of the admissions staff.
2. File a Gateway Program application form, together with a biographical sketch and a $15 non-refundable application fee.
3. (Optional) Submit any appropriate transcripts, letters of recommendation, or other relevant material.

Degree candidates may apply for financial aid. For their first nine courses, they will be charged one-half the normal tuition. Additional courses, and the final nine courses in fulfillment of degree requirements, will be charged full tuition.

Adult students who have never taken any college-level courses for credit may be eligible for admission with advanced standing if they take the College Entrance Examination Board College-Level Examination Program (CLEP). Information can be obtained by writing the College-Level Examination Program, Box 1821, Princeton, N.J. 08540. The admissions staff will also be happy to discuss the CLEP program in detail.

Individuals who are not candidates for bachelor's degrees may be admitted on a part-time or full-time basis. Students who wish to explore new interests, test their abilities, or update their knowledge in their major field, are encouraged to apply. Procedures are the same as for degree candidates, except that the application fee is $5.

Non-degree students must achieve a minimum C average in order to continue for a second term. Upon completion of four courses at Chatham, a non-degree student may petition the Committee on Academic Standing to become a degree candidate. The petition may also be submitted at an earlier time to the Office of Admissions, together with a $10 processing fee. If a student is accepted as a degree candidate, all the credits she has earned at Chatham apply toward her degree, and regulations governing degree students become effective.

Readmission

Students who formally withdraw from Chatham, other than those who are on formal leaves of absence, are readmitted under the same procedure described for transfers (see page 25). They should also arrange for a personal interview with the Provost. Completed applications and a $15 fee should be sent to the Admissions Office no later than January 2 for the spring term or June 1 for the fall term. The Committee on Admission gives preference to former students.

Foreign students

Chatham welcomes students from other countries. In recent years, students have come from England, France, Hong Kong, Israel, Kenya, Czechoslovakia, Denmark, Sweden, and Uganda. Some enrolled independently; others have come under the auspices of the Institute of International Education, 809 United Nations Plaza, New York, New York 10017. Foreign students should have their credentials on file with the College no later than January 15 preceding the fall in which they wish to enroll.

Competence in use of the English language is a condition for admission. To evaluate this competence, Chatham requests that foreign applicants from non-English speaking countries take and submit results of the Test of English as a Foreign Language (TOEFL). Information concerning this examination is available from Educational Testing Service, Princeton, New Jersey 08540.

Financial aid available for foreign students is quite limited and rarely includes the full cost of tuition, room, and board.

Academic procedures

Academic credit

The course unit is the unit of academic credit for all courses offered either in the term or the Interim. One course unit, for purposes of evaluation outside the College, is equivalent to 3.5 semester hours. Courses are valued at 1/2, 1, 1½, or 2 course units according to their listings in this Bulletin. Thirty-four course units are required for graduation.

Academic load

The maximum normal academic load is 9 units per year. Students will be charged on a per-unit basis for every course that exceeds this limit. (See p. 36)

The minimum normal load is 7 units per year. Students with programs below this limit will be considered part-time, and will also be charged on a per-unit basis.

A program of 5 or more course units in any one term is considered an academic overload. To qualify to take such an overload, a student must be academically well above average. Her academic standing may qualify her automatically, or she may petition the Committee on Academic Standing for permission.

Term of study

The required 34 course units will usually be distributed as 4 units in each of 8 terms, plus at least 2 and at most 4 Interim courses. All full-time students must carry at least 3 course units per term, and they must meet the Chatham residence requirement (p. 11).

Work done *in absentia* will be credited if it has the prior approval of the responsible department or faculty committee and the Assistant Provost. In the case of Interim courses, work must be approved by the Interim Committee and the Assistant Provost.

Grades

The grades in use are:

A = Excellent

B = Good

C = Satisfactory

D = Minimal performance. No more than 4 course units of D can be credited toward the degree. The LP (Low Pass) is equivalent to a D for this purpose.

F = Unsatisfactory performance; no credit.

I = Incomplete work in a course. This is a temporary grade given only when extenuating circumstances prevent completion of all course work on time. Approval of the Assistant Provost is required. Incomplete grades will not be granted for Interim courses.

In order to remove an I grade, a student must complete all required work in the course by the end of the first four weeks of the following term. Failure to do so automatically results in failure in the course.

W = Withdrawal from course with no penalty.

WF = Withdrawal from course while doing unsatisfactory work. (Withdrawal from courses after stated deadlines requires the permission of the Assistant Provost. A fee will be charged for course changes made after specified times [see p. 30.)

The Registrar reports all grades and credits earned to all students and their advisers at the close of each term. Grades are not assigned quality points. There are no grade averages, and students are not ranked.

The Pass-Fail System

The student, with the guidance of her adviser, may decide to take a course on a Pass-Fail basis rather than under the traditional grading system. Pass-Fail can relieve some of the academic pressure a student may encounter. It permits her to explore new fields or new levels of knowledge without apprehension about grades. For these reasons, freshmen are encouraged to take all of their first term courses on the P/F basis. But the option remains open to every student in virtually every course.

Students choosing to take courses on a P/F basis will be graded as follows:

P = Pass; minimal value is C

LP = Low Pass; equivalent to D

F = Unsatisfactory; no credit

At registration, the student declares her option to take a course on the P/F basis. She may change this option during the first two-week period of the term.

For a few courses, especially some offered during the Interim, instructors give only P/F grades. For a few other courses required for certification by outside agencies, the P/F option is not available. For a cross-registered course, the student must declare her option to the Chatham Registrar within two weeks of the beginning of the course. Otherwise, P/F enrollment in a cross-registered course is subject to the rules of the host school.

Academic standing

Each student's progress is reviewed at the close of each term. Her academic standing—the level of advancement she has reached, the quality of the work she has completed—should be satisfactory. A student whose work does not meet expectations is not in good academic standing; she may be warned, placed on probation, or dismissed. The Committee on Academic Standing conducts such reviews, and the Assistant Provost notifies the student and her adviser of any action taken.

Honors and awards

Departmental Honors or Program Honors are awarded at graduation to those students who have distinguished themselves in their major field or in special programs. These honors are awarded at the discretion of the student's department or adviser; they are approved by the faculty.

Students may be nominated for the Chatham College chapters of Phi Beta Kappa and Mortar Board.

Special awards are also presented each spring to students who have excelled academically and have made outstanding contributions to college life and to community affairs.

Exemption and credit by examination

A student may be exempted from a course if she shows that she has satisfactorily fulfilled the main objectives of the course. She may also earn credit for a course by demonstrating superior achievement in a special written or oral examination.

To take these examinations, qualified students should apply to the Office of Evaluation Services and the department or faculty member involved. Automatic provisions are made for students who have participated in the Advanced Placement Program of the College Board (see p. 25).

Auditing courses

Full-time students may audit a course with the permission of the instructor. The student decides whether or not the audit will be recorded on her transcript.

If the student wants to have the audit entered into her permanent record, she must meet the same course requirements as students who take the course for degree credit. She must also have the qualifications needed to take an academic overload. The option is restricted to Chatham courses; it does not include independent study. A non-refundable fee of $25 will be charged for each recorded audit.

Registration

Students must register for classes on the date indicated in the College calendar. There is a $15 processing fee for registrations after this date.

Students may add courses to their schedule through the first two weeks of the long terms with the approval of the instructor and the faculty adviser. With the same approval, courses may be dropped through the first four weeks of each of the long terms. No academic penalty is attached to dropping courses during this period.

After this period, the Assistant Provost must approve withdrawal from any course. If the student's work is unsatisfactory when she withdraws, the grade of WF will be entered into her record. Otherwise, she will be given a grade of W, which carried no stigma.

Courses may not be added after the third day of classes of an Interim, but courses may be dropped through the first week. In all cases, a fee of $5 will be charged for any course change made after the stipulated deadlines.

Exceptions to any of the provisions above can be made only by the Assistant Provost. Requests for exception should be filed through the Registrar.

Attendance

Every student, in coming to Chatham, accepts the responsibility to attend all scheduled meetings of her classes. To get the fullest benefit from her courses, she must participate fully. This implies attending regularly, completing work on time, and making up work missed because of emergency absence.

Absence from final examinations

Unexcused absence from an examination results in a failure in the examination. The Director of Counseling or the Assistant Provost will excuse absence only in case of illness or other serious emergency. In such instances, a deferred examination may be taken at the time set by the Registrar for late examinations. The fee is $10 per course unless waived by the Director of Counseling or Assistant Provost.

Transcripts

Graduates and students are entitled to one transcript of their College record without charge. Each additional transcript will cost $1. Requests for transcripts should be directed to the Office of the Registrar; checks should be made payable to Chatham College. Two weeks are required for processing.

Withdrawal

A student who wishes to withdraw from the College during the academic year must complete the *notice of withdrawal* form, which requires authorization from parent or guardian. She then submits the form to the Assistant Provost or Director of Counseling. Her official withdrawal date is the day on which the form is received by the appropriate officer.

Upon the recommendation of the College physician, the College may request a student to withdraw for reasons of health.

Students who return to the College after withdrawal (except those on leaves of absence) must reapply and be reaccepted for admission. Requests should be sent to the Director of Admissions along with a $15 application fee.

Leaves of absence

Medical

A medical leave of absence for a stated period may be considered instead of medical withdrawal in certain types of illness or injury. The medical leave requires the recommendation of the College physician to the Director of Counseling or the Assistant Provost.

A student requiring a medical absence should get information on procedures and adjustments from the Director of Counseling.

Voluntary

If a student plans to be absent temporarily from the College, she may request a leave of absence for a stated period from the Committee on Academic Standing. She should explain her reasons and plans for this absence in a letter to the Committee. If the leave is granted, the student may return to the College at the stated time without applying for readmission. If necessary, an extension of the leave may be granted. The student is expected to notify the Assistant Provost and pay the $150 deposit by April 20 prior to a fall return, or by December 1 prior to an Interim or spring return.

If students need financial assistance in order to return, they will be given full consideration. Application should be made to the Financial Aid Office.

Other leaves

Students in Junior Year Abroad programs or other programs approved in advance by the College are considered to be students *in absentia* and are carried on the College roster. They recertify their intent to return by notifying the Assistant Provost and paying the $150 deposit on the appropriate date.

Dismissals

The College reserves the right to dismiss at any time a student who fails to maintain the required standard of scholarship, who fails to make satisfactory overall progress, or whose continuance in college is detrimental to her health or the health of others.

Conduct which violates the stated regulations of the College or which is contrary to the intent of any rules of the College can be considered cause for disciplinary action. At the discretion of the College, this action may include required withdrawal. The welfare of the individual student is the primary concern here, as in all relationships with the College. A special probationary period may sometimes be used if it can contribute to the total development and progress of the student.

Financial procedures

Charges and expenses*

All the fees a student pays cover only 55 percent of the cost of her Chatham education. Private gifts and income from endowment and other sources must meet the difference between the full cost and the actual tuition charges. Parents who are able to contribute further to the cost of their daughter's education are encouraged to do so.

Charges for full-time and part-time students

For purposes of determining charges due, a student attending Chatham for the entire academic year is defined as being full time if she takes between seven (7) and nine (9) units. Those students enrolled in less than 7 units on an academic year basis will be charged on a per unit basis.

For those students enrolled for only one term, or one term and the Interim, a full-time student is defined as one taking between three (3) and five (5) units. For less than three (3) units, tuition shall be charged on a per unit basis.

A part-time student is one who takes fewer than 3 course units in either the fall or spring term (including the Interim) or fewer than 7 units during the academic year.

Resident students

Charges for the year:

Tuition	$2700
Room and board	1440
Student activities fee	60
	$4200

Payable:

By May 1 for new students; by April 20 for returning students	$ 150
On or before August 1 (plus the $50 refundable deposit required of newly registered students)	1980
On or before January 15	2070
	$4200

The College reserves the right to alter charges and expenses in accordance with whatever economic changes may occur.

A tuition may be paid in installments. See p. 37 for details.

Commuting students

Charges for the year:

Tuition	$2700
Student activities fee	60
Day student fee	10
	$2770

Payable:

By May 1 for new students; by April 20 for returning students	$ 150
On or before August 1 (plus the $50 refundable deposit required of newly registered students)	1265
On or before January 15	1355
	$2770

Part-time students

Charges for part time:

Tuition . . . . . $320 per course unit

Payable:

On or before August 1 (fall term) $320
On or before January 15 (spring term) . $320
The balance is due on or before registration each term.

Special Interim course fees

For regular full-time students who take Interim courses on campus, there are no additional tuition, room, or board costs. Some Interim courses, though, may involve extra expenses for special supplies or for travel.

Students visiting Chatham during the Interim in a one-for-one exchange program will not pay room, board, or tuition charges. If a reciprocal agreement has been made between Chatham and a visiting student's home college, tuition will be remitted without a one-for-one student exchange. However, a $125 charge will be assessed to cover room and board, and a refundable $15 deposit will be required.

In the absence of exchange agreements, visiting students will be charged $320 per course, and if they wish to live on campus, $175 for room and board.

Other fees

Application for admission $15
The application fee is not refundable and is not credited on any College bill.

Deposit $50
Newly registered students must pay a one-time deposit of $50 on or before August 1 (January 15 if admitted at mid-year). The deposit, less any bills due the College, will be refunded on graduation or withdrawal.

Late registration fee $15
Because of the additional work for the College and special handling involved in registering students after the normal date, a $15 fee is due from late registrants.

Day student fee $10
Day students have voted to assess themselves $10 per academic year to defray costs of their campus quarters.

Student activities fee $60
This fee entitles each student to all student publications, admission to College social events, student-sponsored concerts and lectures, and membership in the Chatham Recreation Association and Chatham Student Government. The fee was established at the request of the Chatham Student Government, and is collected from both residents and commuters.

Overload fee ..... $320 per course unit
For all academic programs exceeding 9 units per academic year, there will be an overload charge assessed in the second term. In the case of a program overload preceding a withdrawal, the financial adjustment will be made at the time of withdrawal.

If the student attends only one term, or one term and the Interim, she will be charged the overload fee for all units over 5.

All financial aid recipients with overload charges should see the Director of Financial Aid after the overload is a reality. They will be granted additional assistance—in various forms—to cover the overload charges. (See Academic Procedures section, page 29 for additional details regarding the overload policy.)

Senior *in absentia* fee $320
When a senior is permitted, in some emergency, to complete all or a portion of her senior year *in absentia*, she will be charged a $320 fee. This fee will be waived if the student is enrolled in and paying for the Tutorial during the *in absentia* period.

Applied art fee ..... $25 per course unit
Students enrolled in the Art Department's Ceramics and Two- and Three-dimensional Studio courses pay this fee to help defray the cost of materials and supplies.

Student health and accident insurance ..... $42 per year
Students are required to have health and accident insurance; they are responsible for making their own arrangements for such coverage. The College offers such insurance with the Continental Casualty Company at $42 for 12 months. Students file claims directly with the insurance agent. Alternate insurance plans are acceptable. The student must provide written proof of alternate insurance coverage if she does not subscribe to the College plan. Questions about the medical insurance program should be directed to the Treasurer.

Infirmary fee ..... $6 per day
The resident student's fee covers seven days' care in the College infirmary. Additional days are charged at $6 per day. The student must pay for medicine and for part of the College physician's charges ($5 per visit). The College bills the student for medical charges. (See page 43, Medical services.)

Examination fees $10
A student who fails to take any required examination at the regularly scheduled time must pay a late examination fee of $10. The College does not charge students for any exemption or credit

they may earn by examination. When an outside examiner is needed, the student is asked to pay a special examiner's fee.

Audit fee $25
Any student who registers for a course on a recorded audit basis will be charged a non-refundable fee of $25 payable at time of registration. Although an overload fee will not be charged, the academic regulations for overload must be maintained.

Applied music fees ..... $150 per course unit
The applied music fee is charged each term for a one hour lesson per week of private instruction in piano, organ, voice, violin, or other instrument. One half-hour lesson per week (one-half course unit) is $75. Students majoring in music may take four course units of applied music without charge in the junior and senior years.

Study Abroad application fee:
Students who apply for Study Abroad programs will be charged a non-refundable fee to cover processing.
Term or year program..... $25
Summer study program $10
A $5 fee will be charged for each additional application.

Payment of expenses

Statements of accounts are mailed to parents or guardians of students about one month before the due date. Checks should be made payable to Chatham College, and addressed to Chatham College, Woodland Road, Pittsburgh, Pa. 15232, Attention: Treasurer's Office. Payments must be made by the due date. Any unpaid accounts are charged at a rate of one percent monthly on the unpaid balance. No exceptions will be made without written permission from the Treasurer of the College.

Each month during the academic year, students will receive statements of accounts showing charges for Bookstore purchases, Infirmary bills, guest charges, etc. Payment is due within 25 days; charging privileges may be withdrawn if the student account is delinquent. Until all accounts with the College have been settled, a student may not be graduated or receive honorable dismissal, grades, or a transcript of her College work.

All returning students must pay a $150 advance deposit by April 20 each year. This payment is not refundable except to a student ineligible to return because of academic failure. The $150 is applied to charges for the academic year as long as the student registers for courses. A student will forfeit the $150 if she draws for a room in May, but later elects to live off campus.

The advance payment reserves a place for the student in the College. Unless the College knows that a student is returning, it is obliged to open the opportunity to another qualified student. Students entering at mid-term, whether before or after the Interim, pay one-half of the stated rates for the College year. Full-time seniors who attend one term or a term and an Interim in order to complete final degree requirements, will be assessed one-half the annual charges.

Installment payment plans

Some parents or students may prefer to pay tuition and other college fees in monthly installments during the year. This convenience is available through the College, local banks, or various tuition payment plans.

One payment plan offered by Chatham permits payment of tuition and fees in 12 equal installments, April 20 through March 15. Under this plan, financial aid and other anticipated credits (except work assignments) may be deducted from annual charges in calculating the monthly payment. A student or parent should apply for this program before April 20. No penalty or interest is charged if monthly payments are made on schedule. An application fee of $10 will be charged. If a student attends only one term, she will be charged six monthly payments. The first payment of this plan replaces the April 20 advance payment of $150.

Term charges may also be paid in monthly installments, July 15 through November 15 for the fall

term, January 15 through April 15 for the spring term. This plan charges interest at the rate of one percent monthly on the unpaid balance. The advance payment of $150 will still be required by April 20 (May 1 for new students). The application must be filed before July 15. Both the parents and the student must sign a promissory note.

Outside organizations offer other payment plans, including the Insured Tuition Payment Plan, the E.F.I. Fund Management Plan, and the Tuition Plan of New Hampshire.

The Treasurer's Office has further information on all these plans. All arrangements should be completed well in advance of the payment due dates.

If a student has received notification of financial aid, one-half of the award may be deducted from the payment due in August, and one-half from the January payment. Students are paid directly for their work assignment in the College Work Study or Chatham job programs. Student work awards, therefore, should not be deducted from the August or January payments.

Refunds

If a student gives the College written notice of withdrawal before August 1 preceding the fall term (January 15 for the spring term), she will be refunded all advance payments of tuition and room and board, except for the $150 deposit. If she notifies the College after August 1 (or January 15), but before the first day of classes, she will be refunded 75 percent of any tuition and room and board payments she has made. A student who files a notice of withdrawal after the start of classes, but before the conclusion of the fourth week of the term, will be refunded 50 percent of her fees. No refunds will be made, without exception, after the first four weeks of classes.

For the purpose of computing any refund, a student's official withdrawal date will be the day on which the Assistant Provost or Director of Counseling receives her completed notice of withdrawal.

Financial aid

Financial aid is available to qualified students who could not attend Chatham without it. Financial need is the main criterion used in determining eligibility for assistance. Academic achievement, future promise, and diversity within the student body are used as further criteria when available funds cannot provide aid for all qualified applicants. Financial aid awards range from $100 to $4400 per year. They do not cover special programs such as Study Abroad or the Washington Semester.

Students with need are offered three kinds of financial aid: grant, work, and loan. Awards usually combine all three, but the student can refuse the job, loan, or both. In these cases, the student or parents pay the difference.

For a $286 award, a student works about six hours a week, nine hours a week for a $425 award, and twelve hours a week for a $570 award.

Loans are available from the National Direct Student Loan Program. A student may borrow up to a maximum of $5,000 during the first two years of a Bachelor's degree program and a maximum of $10,000 during all years of undergraduate, graduate, or professional schooling. Repayment and interest, at three percent a year, begin nine months after the student ends her studies. The repayment may be extended over ten years.

The debt may be partly or totally cancelled if:

1. the recipient teaches handicapped children full-time or

2. the recipient teaches in public or non-profit elementary or secondary schools which, according to the U.S. Commissioner of Education, have a high enrollment of students from low-income families.

If the borrower is studying at least half-time in the U.S., or at an approved institution outside the U.S., repayment of the loan and interest will be deferred for that period. Repayment is also deferred up to three years when a borrower is a member of the Armed Forces of the United States, or a volunteer in the Peace Corps or VISTA.

The borrower should arrange a schedule of monthly repayments before she leaves Chatham College.

Financial aid for freshmen

Freshmen are awarded financial aid on the basis of their need, academic achievement, and future promise. Applicants for financial aid should complete admission and financial aid forms and return them along with the $15 application fee to the Admissions Office. Chatham College belongs to the College Scholarship Service, which distributes and processes the Parents Confidential Statement filed in support of the Chatham financial aid application. A student may obtain the Parents Confidential Statement from her high school guidance counselor.

Financial aid for transfers

Students who enter Chatham with advanced standing are eligible for financial aid as described for freshmen.

Financial aid for upperclassmen

Students must reapply for all financial aid. They may obtain applications from the Office of Financial Aid. A student's initial financial aid remains basically the same, but with annual modifications based on changes in her or her family's resources. The student is also expected to take greater financial responsibility for her education by an increase in self-help, such as work and/or a loan.

All financial aid awards are reviewed each year when the student reapplies, and are renewed if she meets the financial aid criteria.

Outstanding students of the three upper classes are eligible for a number of endowed scholarships and scholarships contributed by individuals, groups, and foundations. These scholarships are awarded on the basis of need, academic achievement, and contributions to the Chatham community.

Special criteria programs

College Work-Study, a federal government-sponsored program, lets students earn money toward their college expenses. To be eligible a student must need financial assistance and take at least a half-time course of study. Priority is given to students enrolled full-time.

A student may work on or off campus for public or non-profit organizations. Chatham students work off-campus in diverse areas: working with retarded children, assisting in a museum, working in a community center, contributing to an ethnic newspaper, assisting in a federal agency. This program also operates during the summer.

Educational Opportunity Grants are federal funds made available by the College to students of exceptional financial need. Students must be enrolled at least half-time and be in good standing. When the number of qualified applicants exceeds available funds, students pursuing a full-time course of study are given priority. Grants range from $200 to $1500 per academic year.

The Minna Kaufmann-Ruud Scholarships were established at Chatham College in 1965 by the Kaufmann-Ruud Foundation. Four or more students with exceptional ability in vocal music will be assisted according to need. Women who plan to follow careers in the concert, operatic, or teaching fields are given priority. Scholarships range from $100 to $1,000 per academic year.

The Michael L. Benedum Scholarships are made possible by The Claude Worthington Benedum Foundation and Chatham College for outstanding and deserving students. The awards are for West Virginia residents only.

Special programs for students from middle-income families

Charles E. Merrill Scholarships are available to students from middle income families ($12,000 to $20,000). Stipends range from $100 to $1,000 per year, depending on financial need. Students for whom need cannot be established are named Honorary Merrill Scholars and their subsequent requests for financial aid are reviewed carefully. Selection as a Merrill Scholar is based on exceptional promise of achievement at Chatham, as determined by high school academic records and evidence of talents and interests outside the classroom.

Gilsdorf Scholarships are available for entering freshmen from middle-income families who do not qualify for the usual sources of financial aid, includ-

ing college, state, and federal funds. Three $1,000 scholarships, renewable for four years, will be awarded on the basis of academic excellence, creativity, and future promise.

CAREER PLANNING
RESOURCE CENTER

College services

Medical services

The College maintains a student infirmary on campus under the direction of the College physician and a resident nurse. The physician is available during specified hours each weekday and is on call for emergencies when contacted by the College nurse. (See p. 36, Infirmary fee.)

A parent's written consent for treatment by the College medical staff is required. Parents electing to have their daughter treated by a physician of their own choice must file a written request with the Infirmary.

All students must have health and accident insurance. The College has planned for such a program with the Continental Casualty Company and recommends it strongly. (See p. 36, Insurance fee.) Alternative plans will be accepted if they offer equivalent benefits.

Counseling services

The Director of Counseling is qualified to discuss a wide range of personal problems with students and will provide referral services when needed. Psychiatric counseling is available through a consulting psychiatrist.

Office of evaluation services

This office undertakes research which is needed for the evaluation of College programs and for the making of certain institutional decisions. It administers all programs of institutional testing and conducts general surveys. The office also collects Study Abroad information for students and administers the Study Abroad program procedures for the Committee on Study Abroad.

How to get to Chatham

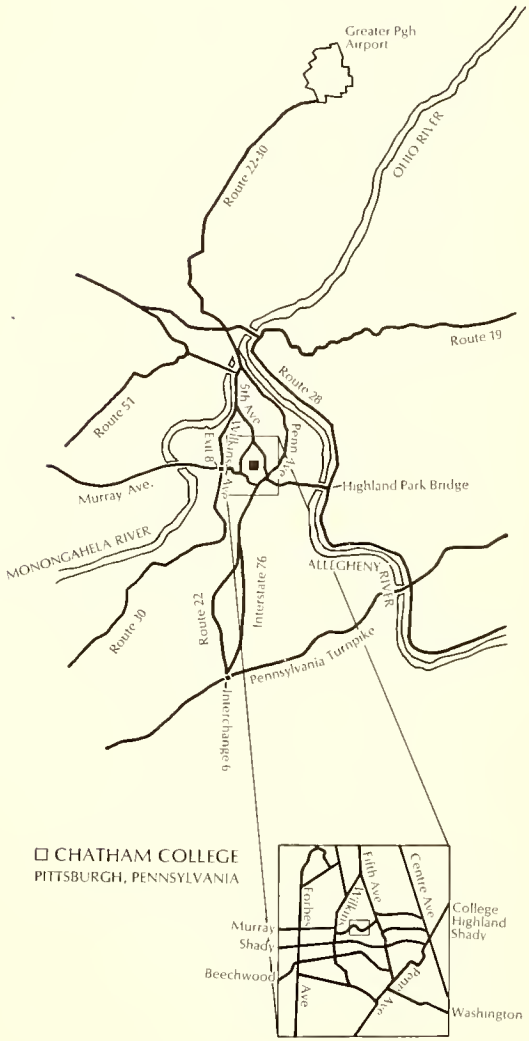
The College campus is 20 minutes by bus or taxi from downtown Pittsburgh and approximately 35 minutes from the airport. An hour should be allowed if visitors plan to use limousine service from the airport.

The Greater Pittsburgh International Airport is served by seven major airlines with more than 300 flights daily to and from most cities in the United States. Flight time between Pittsburgh and Boston, Chicago, New York City, Washington, D.C., Atlanta, and St. Louis is 1½ hours or less.

Drivers coming *from the east and west* should exit the Pennsylvania Turnpike at Pittsburgh Interchange #6 and follow Interstate 376 (Penn-Lincoln Parkway). Continue west on the Parkway through the Squirrel Hill Tunnel and exit immediately after the tunnel at Squirrel Hill Exit #8. Follow exit ramp to first left (Forward Avenue), turn left onto Forward Avenue to first traffic light. Then bear left onto Murray Avenue and proceed through the Squirrel Hill business district until Murray Avenue dead-ends at Wilkins Avenue. Turn right onto Wilkins Avenue and then left after one-half block onto Woodland Road. The entrance is identified by two red brick pillars. Chatham is located on Woodland Road. It is 12 miles from Exit 6 of the Turnpike to the Chatham campus.

When driving to the campus from downtown Pittsburgh or the airport, the best route is the Penn-Lincoln Parkway East (Routes 22 and 30 to Interstate 376). Continue on the Parkway to Squirrel Hill Exit #8 (last exit *before* the Squirrel Hill Tunnel). Follow exit ramp to first left (Forward Avenue), turn left onto Forward Avenue to first traffic light. Then bear left onto Murray Avenue and proceed through the Squirrel Hill business district until Murray Avenue dead-ends at Wilkins Avenue. Turn right onto Wilkins Avenue and then left after one-half block onto Woodland Road. The entrance is identified by two red brick pillars. Chatham is located on Woodland Road. It is 23 miles from the airport to the campus; five miles from downtown Pittsburgh (the Golden Triangle) to the campus.

When coming from the west or south on I-70 or I-79, proceed on I-79 to Penn-Lincoln Parkway East to downtown Pittsburgh. Then follow the directions in the preceding paragraph.



Courses of Study

The departments of instruction are arranged in alphabetical order.

If the numbers of a year course are joined by a hyphen—as Art Tutorial 603-604—the course may not be entered second term and no credit is given until two terms have been completed. If the numbers of a year course are separated by a comma—as Art 101, 102—the course may be entered either term and taken for credit.

Unless otherwise indicated, all courses carry the equivalent of one course unit (3.5 semester hours).

Courses within each department are designated by three-digit numbers. Unless otherwise indicated in the course description, odd-numbered courses are given in the fall term, even-numbered courses are given in the spring term, and courses ending in "0" are given in the Interim term.

The first digit of the course number indicates the level of the course as follows:

7 = Faculty Symposia; open to students with permission of the instructor
6 = Tutorial
5 = Independent Study
4 = Course open to seniors only; to others with permission of the instructor
3 = Course open to juniors and seniors only; to others with permission of the instructor
2 = Course open to sophomores, juniors and seniors only; to freshmen with permission of the instructor
1 = Course open to any student, providing stated course prerequisites have been met
0 = Course open to freshmen only

In the second digit of the course number, numbers above "6" identify certain programs as follows:

9 = Interdepartmental course
8 = Black Studies course

The College reserves the right to withdraw any course which is not elected by a sufficient number of students.

Departmental Areas

(See also Program Areas)

Art

Major Requirements in Studio Art:

Equivalent of 12 courses, including Art 101 or 102, 113, 133, 134, and the tutorial. The required 100-level courses are prerequisites for most other studio courses, and should be taken before the junior year. Of the remaining six courses, at least one must be in a two-dimensional area and one in a three-dimensional area. Studio sessions normally occur twice a week for three hours each meeting. Students are expected to engage in two hours of independent work for every class hour. Except where indicated, students are expected to supply all materials (see page 36, Applied art fee).

Major Requirements in Art History:

Equivalent of 12 courses, including Art 101 or 102, 113, 133, 134, and the tutorial. The student must complete at least one seminar in art history. At least one course at the 200 or 300 level is required in three of the following areas: Ancient, Medieval, Renaissance, Baroque, Modern, and non-Western. Students intending to pursue graduate study in art history are reminded that a reading knowledge of French and/or German is normally required upon entering a graduate program. Courses outside the department, in history, literature, and philosophy of art, are strongly recommended.

100-level courses constitute an introduction to the field, and are designed for freshmen and other students with little or no academic experience in the visual arts.

Studio Courses

101, 102. Drawing.
Using various drawing media, including watercolor and collage, the course will consider some of the problems encountered in creating and understanding a work of art. Emphasis will be placed on perception, means of visual expression, and composition. Each term.

113. Fundamentals of Sculpture.
A study of form and space through experimentation in clay, plaster, wood, and metal. Applied art fee. Fall term.

114. Life Modelling.
A study of the figure as a basis for sculptural expression and design. Prerequisite: Art 113 or permission of instructor. Applied art fee. Spring term.

117. Introduction to Ceramics.
Techniques of hand-building, throwing, and glazing will be included. Applied art fee. Fall term.

201. Painting: Watercolor.
An exploration of transparent watercolor and its unique characteristics as a painting medium. Prerequisites: Art 101 or 102, 113, 133, 134. Fall term.

202. Painting: Acrylic.
Concepts of color as structure and as a means toward illusion and expression will be emphasized. Prerequisites: Art 101 or 102, 113, 133, 134. Spring term.

205. Printmaking I.
An introduction to the techniques and aesthetics of graphic media, including etching, engraving, woodcut, and silkscreen. Prerequisite: Art 101 or 102. Applied art fee. Fall term.

206. Printmaking II.
An exploration of the expressive possibilities of graphic media. Prerequisite: Art 205. Applied art fee. Spring term.

214. Sculpture: Metal.
Fabrication of metal sculpture through welding, brazing, and soldering will be explored. Prerequisites: Art 101 or 102, 113, 133, 134. Applied art fee. Spring term.

218. Intermediate Ceramics.
A refinement of basic skills will be emphasized. Prerequisites: Art 101 or 102, 113, 117. Applied art fee. Spring term.

301, 302. Advanced Painting and Drawing.
Prerequisite: Art 201 or 202. Each term.

313, 314. Advanced Sculpture.
Prerequisite: Art 214. Applied art fee. Each term.

501, 500, 502. Independent Study.
Each term and Interim.

603-604. Tutorial.
Each term.

Art History Courses

133. Art Topics.
An introduction to the theory, history, and criticism of the visual arts. Problems of style, media, iconography, and cultural relationships will be discussed, using both historical and current examples. Fall term.

134. Survey of Western Art.
A topical survey of the major artistic styles and purposes in the Western tradition. Spring term.

230. Art History Field Trip: Rome and Florence.
An extensive tour of major sites and museums in Renaissance Florence and Renaissance and Baroque Rome. The student will present a journal based upon lectures, discussions, and, above all, the observation of original works of art and architecture. Prerequisite: Art 133, 134 or equivalent, or permission of instructor. Travel expenses to be determined. Enrollment limited to 20. Interim.

247. Medieval Art.
A survey of European art from the Early Christian through the Gothic periods. Prerequisites: Art 133, 134, or permission of the instructor. Fall term.

251. Renaissance Art I.
A survey in depth of the developments and cross-currents in the art of Southern and Northern Europe from the late 14th century to the late 15th century. Prerequisites: Art 133, 134, or permission of instructor. Fall term.

252. Renaissance Art II.
A survey in depth of the developments and cross-currents in the art of Southern and Northern Europe from the High Renaissance to the period of the Counter-Reformation. Prerequisites: Art 133, 134, or permission of instructor. Spring term.

253. Baroque Art.
A survey in depth of the various styles and aims of art in Southern and Northern Europe from about 1600 to about 1750. Prerequisites: Art 133, 134, or permission of instructor. Not offered in 1974-75.

255. Nineteenth Century Art.
A survey in depth of the major movements in the art of Europe and America from the late 18th century to the end of the 19th century. Prerequisites: Art 133, 134, or permission of instructor. Not offered in 1974-75.

258. Twentieth Century Art.
A survey in depth of the major movements in the art of Europe and America since the end of the 19th century. Prerequisites: Art 133, 134, or permission of the instructor. Not offered in 1974-75.

336. Seminar in Art History: Problems in Contemporary Art.
An investigation of the salient stylistic, thematic, and theoretical trends in the visual arts since about 1945, with special attention given to their interaction with other media of expression. Critical analysis of style and methodology of art historical research will also be stressed. Prerequisites: Art 133, 134, or permission of instructor. Spring term.

501, 500, 502. Independent Study.
Each term and Interim.

603-604. Tutorial.
Each term.

Biology

Major Requirements:
For the B.A. degree, 13 courses, including the tutorial. For the B.S. degree, 16 courses, including the tutorial.

One year of general biology is required of all biology majors and is a prerequisite for all other biology courses. This requirement may be exempted on the basis of Advanced Placement and/or satisfactory performance on an exemption examination.

For the B.A. degree each major is required to take at least seven course units in biology including the

seminar in biological literature (Biology 349) but exclusive of the tutorial and also exclusive of the one required year of general biology. Seminar is usually taken in the junior year. Chemistry 101 or 103 and 205 plus 215 are also required and should also be completed before the senior year. Psychology 141 may be taken for credit toward the biology major.

For the B.S. degree, three additional courses in mathematics, physics, or chemistry are required. The courses to be taken are determined individually for each student.

049. Freshman Seminar: Man Versus Science.
A study of the conflict between man and his rapidly accumulating technology. Topics in the areas of organ transplantation, abortion, population control, genetic engineering, behavioral control and the prolongation of life will be included. Fall term.

120. Biological Aspects of Sexual Function.
A course dealing with the biological and physiological functions of human beings. Topics covered will include menstruation, conception, pregnancy, birth, contraception, and abortion. Field trips to local institutions, and speakers on fertility, planned parenthood, and maternal care will be included. Students will be required to complete an in-depth research report on some specific aspect of sexuality. Interim.

123. Nutrition.
An introduction to the science of nutrition. Consideration will be given to the nutrients—their composition, functions, metabolism, and sources; food handling and storage; meal preparation and planning; special nutritional needs throughout the life cycle. Integrated with this basic information will be special topics pertaining to diets, organic foods, preservatives, pesticides, feeding the world's population and related concerns. Spring term.

124. Botany.
The morphology, taxonomy, and evolution of plants. Three class meetings and four hours laboratory and/or field work per week. 1½ courses. Spring term.

127. Biological Effects of Water Pollution.
A laboratory and field study of the effects of water pollution on biological systems. Some areas to be investigated in the laboratory are the mechanisms of algal blooms as well as the effects of pesticides, toxic chemicals, and temperature increases on aquatic organisms. Field trips to the Monongahela and Allegheny rivers are planned to study the onsite causes of water pollution and also to examine the existing flora and fauna in these rivers. Water pollution control measures will also be investigated. One four hour laboratory per week. Not offered in 1974-75.

140. Evolution.
The historical aspects of organic evolution will be studied, but major emphasis will be placed upon the modern genetic theory of evolution as a continuing process. A portion of the course will deal specifically with the biological and philosophical aspects of human evolution. This course is designed for students without previous science courses, but a scientific approach to the subject will be taken. Use will be made of films and museum trips. Interim.

143, 144. General Biology.
A study of the principles revealed by living organisms. Three class meetings and two hours of laboratory per week. Each term.

148. Ecology.
A study of the interrelation between organisms and their environment. Three class meetings and four hours of laboratory and/or field work per week. 1½ courses. Not offered in 1974-75.

153. Human Genetics.
An introduction to biological heredity through consideration of the genetics of man. Advances in the science of genetics are having a profound effect on man's understanding of himself and on his potential for influencing his present and future well being. This course is intended primarily to contribute to the student's general education in these matters, and although certain aspects of genetics will be considered in some rigor, the course is not designed as a substitute for the basic course in genetics. Not offered in 1974-75.

155. The Cell.
The study of the organization and function of living matter at the cellular level. Topics to be included are cytology, cytogenetics, cell physiology, and cell differentiation. Classes will meet three hours per week to be divided between lecture and laboratory. Fall term.

201. Invertebrate Zoology.
A study of the systematics, life cycles, and ecology of invertebrate animals. Three class meetings plus four hours of laboratory and/or field work per week. 1½ courses. Fall term.

202. Animal Physiology.
A study of the functioning of cells, tissues, and organ systems of animals. Three class meetings and four hours of laboratory per week. Prerequisite: Chemistry 103. 1½ courses. Fall term.

203. Comparative Chordate Anatomy.
A study of the chordate body form in terms of how evolutionary changes, functional adaptations, and morphological modifications have determined its structure. Three class meetings and four hours of laboratory per week. 1½ courses. Not offered in 1974-75.

204. Comparative and Experimental Embryology.
A study of the normal developmental processes, supplemented by experiments useful in elucidating mechanisms controlling morphogenesis. Three class meetings and four hours of laboratory per week. 1½ courses. Not offered in 1974-75.

221. General Microbiology.
The study of fundamental characteristics of bacteria and related micro-organisms including taxonomy, physiology, and distribution. Three class meetings and four hours of laboratory per week. Prerequisite: Chemistry 103 and 104. 1½ courses. Not offered in 1974-75.

222. The Biology of Disease.
Lectures, demonstration, and projects illustrating the mechanisms of departure from the healthy state in living organisms. Explorations of parasitic, nutritional, environmental and inherited diseases of man and animals. Considerations involved in immunity, diagnosis, chemotherapy and public health. Prerequisite: Biology 221. Not offered in 1974-75.

223. Plant Physiology.
The physiological and chemical reactions of plants in relation to the environment. Three class meetings and four hours of laboratory per week. 1½ courses. Not offered in 1974-75.

241. Genetics.
A study of the principles of inheritance in plants and animals. Laboratory exercises and experiments which explore the mechanisms of inheritance. Four hours of laboratory per week. 1½ courses. Spring term.

252. Molecular Biology.
This course includes the tools and concepts of molecular biology. Topics discussed include nucleic acids, enzymes, protein synthesis, metabolic pathways, biosynthesis, and cellular regulation and control. Three class meetings and four hours of laboratory per week. Prerequisite: Permission of the instructor. 1½ courses. Spring term.

258. Histology.
A microscopic study of tissues and cells relating structure of individual parts to the functioning of living things. Three class meetings and four hours of laboratory per week. 1½ courses. Spring term.

260. Endocrinology.
A survey of the structure and functions of vertebrate endocrine glands will be made, with major emphasis on the physiological processes controlled by hormones. 1½ courses. Fall term.

340. Marine Biology.
A concentrated study of pelagic and intertidal organisms in their natural habitat. The course will be held at the Pigeon Key Biological Field Station of the University of Miami, Miami, Florida. Prerequisite: Biology 201. Interim.

349. Seminar.
Studies of contemporary biological research literature. Critical survey of research methodology applicable to biological problems. Consultations with

local researchers; studies of research facilities. Fall term.

354. Special Topics.
Lectures and laboratories in selected areas of contemporary biology. 1½ courses. Not offered in 1974-75.

501, 500, 502. Independent Study.
Each term and Interim.

603-604. Tutorial.
Each term.

Chemistry

Major Requirements:
B.S. Degree: 15 courses, including the tutorial. Required courses: Chemistry 103, 104, 114, 205, 206, 215, 216, 301, 311, 312, 322, 324, 431, 441, 603, and 604. The following courses outside of the chemistry department are prerequisite to some of the required courses in chemistry: the equivalent of Mathematics 101 and 102; Mathematics 251 and 252 (Physics I and II) for the major. Additional courses in mathematics are recommended. A reading knowledge of German is required for this degree. B.A. Degree: 11½ courses, including the tutorial. Required courses: Chemistry 103, 104, 114, 205, 206, 215, 301, 311, 312, 431, 603, and 604. The physics and mathematics courses listed above are prerequisites to some of the chemistry courses.

101. Chemistry.
Observations, hypotheses, theories and laws dealing with the development of modern chemistry. Three recitations and a two-hour laboratory weekly. Fall term.

102. Contemporary Topics in Chemistry.
Applications of observations, hypotheses, theories, and laws to selected topics in chemistry. Three lectures and a recitation session weekly. Not offered in 1974-75.

103. Structural Chemistry.
An introduction to modern chemistry, emphasizing atomic, molecular, and solid state structures. Three lectures, one discussion session, and three hours of laboratory weekly. Fall term.

104. Elementary Analytical Chemistry.
Theory of gravimetric and volumetric analysis. Introduction to complex solution equilibria, oxidation-reduction equilibria, and electrochemistry. Three lectures and one recitation period weekly. Prerequisite: Chemistry 101 or 103; Corequisite: Chemistry 114. Spring term.

114. Quantitative Analysis Laboratory.
Applications of gravimetric and volumetric methods in chemical analysis. Six hours of laboratory and one recitation weekly. Corequisite: Chemistry 104. ½ course. Spring term.

205. Organic Chemistry.
A study of the preparation, reaction, and properties of the common classes of aliphatic and aromatic compounds. Three lectures and one discussion session weekly. Prerequisite: Chemistry 101 or 103; Corequisite: Chemistry 215. Fall term.

206. Organic Chemistry.
Organic syntheses, reaction mechanisms, and other theoretical aspects of the subject. Three lectures and one discussion session weekly. Prerequisite: Chemistry 205 and Chemistry 215. Spring term.

215. Elementary Organic Laboratory.
Synthesis and properties of common classes of organic substances. Six hours of laboratory weekly. Corequisite: Chemistry 205. ½ course. Fall term.

216. Organic Chemistry Laboratory.
Six hours of laboratory weekly. Corequisite: Chemistry 206. ½ course. Spring term.

301. Seminar in Current Research Methodology.
Fundamentals in preparation for research in chemistry, including information retrieval. Two recitations per week, with outside assignments for library training. ½ course. Fall term.

311. Physical Chemistry.
Descriptions of physicochemical systems, thermodynamics and chemical equilibrium, solutions and

phase equilibria. Three lectures, one recitation, and six hours of laboratory weekly. Prerequisite: Chemistry 104, 205, and 215, one year of calculus and one year of college physics. 1½ courses. Fall term.

312. Physical Chemistry.
Electrochemistry, kinetic theory, and chemical kinetics. Three lectures, one recitation weekly and six hours of laboratory weekly. Prerequisite: Chemistry 311. 1½ courses. Spring term.

322. Topics in Analytical Chemistry.
Theory of electrical, optical, chromatographic and electromagnetic methods of analysis. Three lectures and one recitation session weekly. Prerequisite: Chemistry 311. Corequisite: Chemistry 312. Spring term.

324. Instrumental Analysis Laboratory.
Laboratory experience in spectrophotomatic, electroanalytical and chromatographic techniques. Six hours of laboratory per week. Corequisite: Chemistry 322. ½ course. Spring term.

431. Advanced Inorganic Chemistry.
Modern theories and concepts of atomic and molecular structure, with illustrative material drawn from various classes in inorganic compounds of current interest. Three lectures and one recitation session weekly. Prerequisite: Chemistry 312. Not offered in 1974-75.

441. Organic Analysis.
Systematic study of identification of pure organic compounds, involving a review of organic reactions and their application as tests for the presence of various functional groups. Instrumental methods are included. Three lectures and six hours of laboratory per week. Prerequisite: Chemistry 206, 216, and 312. 1½ courses. Not offered in 1974-75.

501, 500, 502. Independent Study.
Each term and Interim.

603-604. Tutorial.
Each term.

Drama

Major Requirements:
11 drama courses, including Drama 101, 102, 103, 104 and the tutorial.

001. Freshman Seminar: Form in Performance.
A consideration of the form written material tends to take when designed for performance. Investigation will concentrate on techniques of plotting and characterization, methods of establishing time, place, and atmosphere, and the concept of action in drama. Fall term.

101, 102. Theatre Workshop.
Voice and movement for the stage. Practice and projects to extend personal capabilities, and when appropriate, background theory. Work second semester leads to a production. ½ course. Each term.

103, 104. First Course in Theatre.
A consideration of the main types and styles of drama as well as the various crafts of theatrical productions: scenery, lighting, costume, and acting. Students in this course participate in department productions. Each term.

105. Acting I.
Investigation and application of dynamic methods of projecting meaning on stage. Study concentrates on mime, interpretive stage movement, and improvisation. Fall term.

106. Acting II.
An extension of training exercises into scenes, as well as consideration of selected methods of characterization. Application continues through improvisation but expands to include scenes and one-act plays. Spring term.

107. Modern British Drama.
A study of plays from Pinero to Pinter. Not offered in 1974-75.

108. American Drama.
A study of American plays from early Eugene O'Neill to the present. Plays will include works of Maxwell Anderson, Clifford Odets, Thornton

Wilder, Lillian Hellman, Arthur Miller, Tennessee Williams, Edward Albee, Megan Terry, and Ed Bullins. Spring term.

130. Rehearsal and Production.
The work of the course is to produce a distinguished play under rehearsal conditions approximating those of the professional stage. In addition to the production there are lectures by faculty members outside the Drama Department on subjects suggested by the content of the play. Interim.

132. Theatre in England.
The class will be based in London and will attend as large a number of productions as the situation permits. Theatre going will be reinforced by talks with British theatre people, where possible, and by preparatory lectures and critiques. If arrangements can be made to attend productions outside London (Oxford, Bristol, Edinburgh, Paris), advantage will be taken. Interim. Not offered in 1974-75.

190. Avant Garde Performing Arts.
After a brief introduction by each instructor of some of the esthetic principles of contemporary artists, the class will experiment in each of the disciplines, creating their own work of art, with a view toward informal performance. Criteria for critical judgment will derive from the concrete experience of creating and performing music, theatre, and dance in a contemporary idiom and style. Previous experience in music, theatre, and dance is not required. Students interested in film, poetry, and technical aspects of theatre are also welcome. Interim. Not offered in 1974-75.

191. Approach to Creative Dramatics.
A course designed for experimentation with the techniques used in non-scripted improvised theatre, for both children and adults. Course material will consist of readings in the area of improvised theatre and application of these ideas through classroom experiments. Fall term.

192. Speaking to Inform and Persuade.
A study of the selection of appropriate speech subjects, the gathering of relevant supporting materials, and the effective organization of those materials, with the aim of achieving a clear and responsible style of delivery. Fall term.

201. World Drama.
Studies in the development of drama from Greek classics to nineteenth century realism. Fall term.

202. Modern European Drama.
Studies in drama from *Woyzeck* to *Marat/Sade*. Plays will be considered in relation to the theatrical and cultural condition in which they originated and the permanent ideas they express. Spring term.

208. Contemporary Dramatic Expression.
An exploration of the newer trends in theatrical practice will be made. Consideration will be given to the acting, staging, and interpretive techniques required by contemporary styles in written and non-descriptive forms of dramatic production. Advantage will be taken of experimental Pittsburgh productions by attending and evaluating significant contemporary plays as well as a critical study of written and "scenaric" style scripts. Students should budget up to $10.00 for theatre tickets. Not offered in 1974-75.

210. Dramatic Criticism.
Systematic and critical review of the important theories of the nature of the theatrical experience. Evaluation of the theories through consideration of selected plays. Study of new concepts of drama and the application of dramatic theories through experimental scripts. Spring term.

211. Theatre History I.
This course traces playhouses, staging, and the consequent relationship between the play and its audience from the Greek threshing circle to the wooden "O" of Shakespeare. Not offered in 1974-75.

212. Theatre History II.
This course considers proscenium staging in the French and Spanish neo-classic theatre and continues to the arena and audience participation staging of today. Not offered in 1974-75.

234. Communications and the Media with Special Emphasis on Television.
An examination of the history of the medium,

relating this history to the present day. Emphasis will also lie on the vital role television plays as a means of relating the news, and also on the role it has in relation to politics. The role of television as an educator and as a narcotic will also be discussed. Critical viewing and demonstrations of how programs are produced will also be included. The course will utilize film, slides, audio and video tapes, and guest speakers. Fall term.

303, 304. Directing.
Principles of staging. Modifications of conventional presentation such as theatre-in-the-round will be considered. Important directors and their contributions to the theatre will be studied. Problem scenes and short plays will be produced. Prerequisite: Drama 103, 104 and/or 105, 106. First term is prerequisite for the second term. Not offered in 1974-75.

341. Special Topics in Theatre and Drama.
Advanced studies to be determined by particular student interests and special experiences and competencies of instructor. Not offered in 1974-75.

501, 500, 502. Independent Study.
Each term and Interim.

603-604. Tutorial.
Each term.

Economics

Major Requirements:
10 courses, including Economics 101, 102, 321, and the tutorial.
Students interested in continuing their studies in economics are strongly urged to take Mathematics 101, 102, and 110.

100. Introduction to Economics: The Science of Choice.
A one term course designed to give the student an introduction to the subject matter and concerns of economics. Simple analytical concepts and methods will be taught in the context of exploring selected economic issues. Topics may include the energy crisis, the stock market, and environmental problems. Spring term.

101. The American Economic System: Macroeconomics.
An introduction to economics. A study of some characteristics of the contemporary American economy. The concepts of National Income and Output are analyzed and emphasis is placed on factors which influence the level of economic activity including fiscal and monetary policy. Prerequisite: Economics 100 recommended, but not required. Fall term.

102. The American Economic System: Microeconomics.
The role of the consumer and producer in the economy is studied in the context of the functioning of the price system in different market structures. Emphasis is also placed on the factors which influence the distribution of income (rent, interest, profit, wages) in the economy. Prerequisite: Economics 100 recommended, but not required. Spring term.

113. Money and Banking.
The following topics are studied: the nature and function of money; the American monetary system and the role of the banking system in creating the nation's money supply; the structure and functions of the Federal Reserve System as the principal agency for monetary control; monetary theory and its relation to monetary policy; current problems relating to the impact of monetary policy on the level of prices and employment. Prerequisite: Economics 101. Spring term.

114. Public Finance.
An analysis of governmental revenue, expenditure and debt policies at the federal, state, and local levels and their contribution to efficient resource allocation, equitable income distribution, full employment, and economic growth. Emphasis is on principles and applications of theory. Prerequisite: Economics 101. Not offered in 1974-75.

116. Demographic Economics.
The economic and social determinants and consequences of fertility, mortality and migration. Special

attention will be given to the relations between population growth and resources and to the social and economic changes associated with migration and urbanization. The course will also be concerned with the components and measurement of population change and with the development of theories and simple models of population growth. (See also Black Studies.) Not offered in 1974-75.

122. Introduction to Accounting: Understanding Financial Statements.
This course is designed to enable the non-accountant to gain an understanding of basic accounting theory and commonly used accounting terminology and practice. Students will be taught the objectives of basic financial statements, how to read the financial statement captions and supporting data, and how to interpret the financial data presented. The focus of the course is upon principles, objectives and interpretation rather than bookkeeping techniques. Fall term.

211. Seminar: Macroeconomics.
This seminar will provide students with an opportunity to apply the concepts learned in the introductory course to problems facing the American economy. Questions will be raised about government policy goals of growth, stability, and full employment. Investigations will be made into economic aspects of such subjects as automation, poverty, military and defense expenditures, pollution, and urbanization. Students will be encouraged to raise relevant questions of current interest to themselves. Prerequisite: Economics 101. Not offered in 1974-75.

212. Seminar: Microeconomics.
An intermediate study of the allocation of resources and the distribution of income within various market structures. Insofar as possible, theoretical economic concepts are given operational content, but the main emphasis is on the tools of economic thinking. Prerequisite: Economics 102. Spring term.

215. Economics of Small Business.
This course will examine the organization, capital needs and labor problems of small business. It will study government and private programs aiding small business development with special attention to the growth and success of "Black Capitalism" in urban areas. Prerequisite: Economics 102. (See also Black Studies.) Not offered in 1974-75.

218. Labor Economics.
An examination of the economic theory of wage determination and the effects on the labor market of population growth, collective bargaining, automation, and industrial change. Focus will be on the United States labor market, changes in labor force characteristics over time and the economic effect of union and government labor policies. Prerequisite: Economics 101 and 102. Not offered in 1974-75.

219. International Economics.
Introduction to international trade and finance; an examination of the structure of international trade and the functioning of the international monetary system. Attention will be given to recent crises in these areas and the relationship between the domestic and international economies, including the process of adjustment to Balance of Payments disequilibria. Prerequisite: Economics 101 and 102. Fall term.

321. History of Economic Thought.
The study of the evolution of economic philosophy and its relationship to the economic system from the Middle Ages. Particular emphasis is placed on the contributions of Adam Smith, Malthus, Ricardo, Mill, Marx, Veblen and Keynes. Prerequisite: Economics 101 or 102. Not offered in 1974-75.

501, 500, 502. Independent Study.
Each term and Interim.

603-604. Tutorial.
Each term.

Education

Requirements for Recommendation for State Certification in Teaching:

Students are recommended for Nursery-Third or Kindergarten-Sixth or Secondary Pennsylvania certification after they have satisfactorily completed a competency-based teacher preparation program and the College requirements for the baccalaureate degree. All education students are required to take the National Teacher Examination during their senior year. Pennsylvania enjoys certification reciprocity with an increasing number of states. In those states where reciprocity does not yet exist, students can be certified by meeting the specific requirements of that state.

The required professional program for the secondary level includes the successful completion of a major program, a selected course in statistics, and Education 102, 222, 321, 322, 423. The required professional program for Early Childhood Education (N-3) includes Education 102, 208, 211, 215, 322, 414. The required professional program for Elementary Education (K-6) includes: Education 102, 208, 212, 213, 322, and 413. Students in all programs must earn recommendation by the College for certification. All students are expected to participate in field experiences in public schools throughout the early childhood, elementary and secondary sequences. Close cooperation between the academic departments and the Education Department is utilized to develop the most appropriate course sequence for competency in teaching. Elective courses are offered to enrich the education sequence.

102. Seminar in Education.

Students investigate various roles and functions of the classroom teacher. Teaching behaviors are identified and evaluated with the aid of readings in selected professional literature. Students are expected to develop skills in stating objectives for learning in terms of competencies. Students are required to devote one-half day a week as a teacher aide in the public schools. Not open to first term freshmen. Each term.

191. Approach to Creative Dramatics.

A course designed for experimentation with the techniques used in nonscripted improvised theatre, for both children and adults. Course material will consist of readings in the area of improvised theatre and application of the ideas through classroom experiments. (Enrollment limited to students not engaged in student teaching.) Fall term.

192. Child Learning Through Movement Performance.

Students give attention to the scope and sequence of child learning through sixth grade; they will have some exposure to the field of physical education, health and outdoor education as it relates to the elementary education curriculum. Spring term.

208. Communication Skills and the Arts.

Interrelationships among listening, speaking, writing, and reading are investigated. Classroom organizational patterns, materials, and approaches within the total elementary curriculum, and specific techniques for individualizing instruction are studied. The refinement of teaching strategies through microteaching and tutoring individual or small groups of children in cooperating preschools and elementary schools reinforces the theoretical considerations of the course. Visual art, music, children's literature, and other expressive arts which enhance communication are explored. Prerequisite: Education 102. Each term.

210. Living and Teaching in Primary Schools in England.

Selected students will spend a month in Norwich, East Anglia, living with English families and working full time as Assistant Teachers in an Infant School, ages 5 to 7, and a Junior School, ages 7 to 11. They will have the opportunity to experience and participate in English modern informal education planning and practice. They will meet in regularly scheduled seminars and workshops in the Norwich Teachers' Centre, and they will have access to local college and university library resources. The students will document their living and teaching experiences by recording them in journal form, and through the use

of still and movie cameras and tape recorders. The documentation will assist students in identifying, classifying and understanding social, cultural and educational similarities and differences in English and American life. Permission of the instructor. Interim. Not offered in 1974-75.

211. The Contemporary Preschool.

Students work as teacher aides in a preschool setting while engaging in systematic study of approaches to preschool curriculum and teaching methods. Prerequisite: Education 102. (Conducted at Carnegie-Mellon University.) Fall term.

212. The Contemporary Elementary School.

Students will engage in seminars, accompanied by experiences in the field and will examine and analyze the relationship of school and community. The teaching of subject matter (mathematics, science, music, art, social studies, health, and physical education) will be explored in the larger context of the development of a variety of teaching styles, strategies and the structuring of learning situations. Theoretical approaches, gathered from appropriate readings, will be tested and evaluated through a variety of experiences—microteaching, video taping, tutoring, small group instruction. Emphasis will be on developing the student's self-awareness through experience, study, and analysis. Prerequisite: Education 102, 208. Fall term.

213. The Elementary School Child.

Opportunity is provided for systematic study of the characteristics of the five to twelve year old child, in terms of his intellectual, social and emotional growth and development.

Students gain experience in the administration, scoring and interpretation of a variety of tests and measurements, and learn how to construct their own informal assessment and evaluation instruments. Through readings, discussion and problem-solving activities, students gain competencies and explore alternative strategies for dealing with: classroom, management and discipline, effective uses of time and space, meeting the needs of the exceptional child in the regular classroom, and methods for evaluating and recording individual progress in the informal classroom. A one-half day per week field experience in a public school is required. Prerequisites: Education 102, 208, 212. Spring term.

215. The Young Child.

The course is structured with emphasis on child development from the pre-natal stages to age eight and includes knowledge of past and current research in the areas of physical, intellectual, social and emotional growth. Educational and social philosophy is stressed for the purpose of establishing objectives. Research and readings emphasize immediate and long range goals for programs nationally and internationally. In addition to classroom experience, students will gain competencies by observing infants and toddlers, participating in conferences with parents and planning programs for the entire age range, plus competency in the area of critical evaluation of tests and methods.

A one-half day per week field experience is required. Prerequisites: Education 102, 208 and 211. (Conducted at Carnegie-Mellon University.) Spring term.

222. Principles of Secondary Education.

Students analyze the role of the American high school—urban and suburban: goals of its total curriculum and academic disciplines, their structure and modes of inquiry; the adolescent, his characteristics and needs. Students also practice defining appropriate behavioral educational goals for high school pupils. Further skill in the analysis of verbal and nonverbal classroom interaction is developed. The role of reading in the secondary curriculum is investigated. Students spend one-half day per week in secondary schools in cooperation with experienced Pittsburgh teachers. Prerequisite: Education 102. Spring term.

321. General and Specific Teaching Methods for the Secondary Level.

Students practice effective teaching behavior and techniques for individualization of instruction. Motivation, evaluation of individual goal achievement stated in behavioral terms, and routine school activities are investigated. Video tape recordings assist in self-evaluation of teaching behavior plus the use of interaction analysis instruments. Observation and

practical experiences in working in actual classrooms are continued. Specific focus on materials, methods, and curriculum in the student's subject matter specialization field is developed in close cooperation with the academic major professor. Prerequisite: Education 102, 222. Fall term.

322. Teaching in an Urban Setting.
Juniors and seniors are required to participate in this course which is designed to aid them in exploring the complexities of teaching in an urban setting. Based upon the premise of individualized instruction, each student selects readings, films and tapes to incorporate into a specialized program of study. Dialogues with leaders of community groups within the city stimulate thinking and develop a free exchange of ideas. A field experience in the student's area of competency in an urban setting is provided through cooperation with the Pittsburgh Public Schools. An area of concentration selected by the student and supported by a member of the faculty is the focus of an in-depth study. (See also Black Studies.) Each term.

413. Elementary Student Teaching.
Students plan sequential observations and teach at the elementary school level under the guidance of an experienced teacher and a faculty member of the Education Department. Video tape recordings, self-evaluation, conferences with supervising teachers, principal, college supervisor, and academic professors, when appropriate, are a significant part of the course experience. Prerequisite: Permission of the Department Chairman. 2 course units. Each term.

414. Early Childhood Student Teaching.
Students plan sequential observations and teach at the early childhood level under the guidance of an experienced teacher and a faculty member of the Education Department. Video tape recordings, self-evaluation, conferences with supervising teachers, principal, college supervisor, and academic professors, when appropriate, are a significant part of the course experience. Prerequisite: Permission of the Department Chairman. 2 course units. Each term.

423. Secondary Student Teaching.
Students plan sequential observations and teach on the secondary level. This experience is completed under the guidance of an experienced teacher and a staff member of the Education Department. Weekly conferences and critiques are employed for the student's assistance with the supervising teacher, college supervisor, and the academic major professor. Prerequisite: Permission of the Department Chairman. 2 course units. Each term.

501, 500, 502. Independent Study.
Permission of the instructor. Each term and Interim.

603-604. Tutorial.
Each term.

English

Major Requirements:
12 courses in the department, including the tutorial: three courses must represent study of historical periods; two courses must represent study of single or comparative authors; and one course must represent study of a mode or genre.

Independent study as one or more of the 12 courses may be arranged between a student and an instructor.

004. Idea and Form in Literature.
This course emphasizes close reading of single works by a variety of writers, such as Vonnegut, Barthelme, Nabokov, Sartre, Kafka, Sarraute, and Melville. Beginning with short fiction and progressing to novels, the course attempts to illustrate how different authors use the elements of fiction to cause us to exercise judgment during the aesthetic events that happen to us when we read. Papers demand clear critical writing. Collateral reading is assigned. Spring term.

Courses in Composition

102. Expository Writing I.
A practical course for students who need to improve their skills in grammar and usage, in digesting and arranging ideas, in marshalling suitable evidence, in illustrating a point, in composing distinct paragraphs, and in commanding various appropriate means of reaching an intended audience. Spring term.

104. Expository Writing II.
A continuation of "Expository Writing I," a practical course extending work with the structures of essay forms, prose styles, skills in research, and verbal-visual presentations. (Designed for students who have completed "Expository Writing I" or who command the basic skills it covers.) Fall term.

143, 144. Imaginative Writing I, II.
A student in this course is expected to present a selection of her work each week for class comment and criticism. In addition, special problem topics are assigned weekly to develop writing skills. Reading concentrates on contemporary prose and verse. Each term.

Historical Period Courses

115. Literature of the Early Twentieth Century, 1900-1940.
A study of some of the writers of this century who have contributed significantly to the direction that literature has taken in the twentieth century. Particular concentration on such writers as Mann, Eliot, Yeats, Joyce, Kafka, and Faulkner, and on fiction more than on poetry. Not offered in 1974-75.

210. Early British Literature.
Significant works in England, together with Continental influences upon them from the Anglo-Saxon invasions of Britain until the earliest printing of books in England, Old English epic, lyric, and reflective poetry as they grew from Anglo-Saxon heroic society. Romance, allegory, and satire in relation to the feudal society of the Middle Ages. Beginnings of the drama. Not offered in 1974-75.

211. Literature of the English Renaissance.
Fundamental ideas in Renaissance cosmology, humanism, neo-Platonism, Reformation, and "new aesthetics." The influence of these ideas on Elizabethan literature, with emphasis on the poems and criticism of Sir Philip Sidney, plays of Christopher Marlowe and Ben Jonson, and poems of Edmund Spenser, John Donne, and John Milton. Spring term.

213. English Literature from the Restoration to the Romantics.
Significant works in the development of English literature from the Restoration through Blake. Representative poetry, prose and drama of the seventeenth and eighteenth centuries. Primarily for sophomores. Spring term.

214. English Literature of the Nineteenth Century.
A study of works representative of important cultural developments in England from romanticism to realism and the Art for Art's Sake movement. Keats, Tennyson, Browning, Fitzgerald, Dickens, E. Bronte, Hardy, Arnold, and Wilde. Fall term.

216. Major American Writers: 1800-1855..
A study of cultural developments in America in the first half of the nineteenth century, with emphasis on the writings of Poe, Hawthorne, Emerson, Thoreau, and Melville. Fall term.

217. Major American Writers: 1855-1945.
A continuation of English 216, with emphasis on Whitman, Dickinson, Twain, James, Faulkner, and Frost. Spring term.

315. Literature of the Twentieth Century.
Recent contribution to literary tradition in the work of Yeats, Joyce, Eliot, Faulkner, and others. Collateral reading is assigned. Open only to juniors and seniors. Fall term.

Authors Courses

221. Chaucer.
A study in Middle English of *The Canterbury Tales* and of the minor poems as literary art and as a reflection of English culture of the Medieval period. Prerequisite: English 210 or permission of the

instructor. Spring term.

222. Great Narratives of the Western World.
Homer's *Iliad*, Dante's *Divine Comedy*, and Dostoevsky's *Brothers Karamazov* studied in translation. Not offered in 1974-75.

223. Shakespeare: Comedies, History Plays, Sonnets.
A study of dramatic and poetic qualities in selected plays of Shakespeare. An independent project on one play by Shakespeare or on a play by one of his contemporaries will be conducted by each student. In alternate years this course is open to underclassmen and non-majors. Prerequisite: Open to English majors and, by permission of the department, to other upperclassmen. Fall term.

320. Shakespeare: Tragedies and Sonnets.
An investigation of special topics in Shakespearean tragedy, with study of Shakespeare's sonnets in relation to his tragedies and to his personality. Prerequisite: Acquaintance with at least four of the major tragedies; English 211 is desirable but not required. Fall term.

321. Seminar: Donne and Milton.
A study of selected major works by these poets of the late Renaissance. Not offered in 1974-75.

322. Seminar: Swift.
An intensive study of works by the greatest prose writer in English neo-classicism. Not offered in 1974-75.

323. Seminar: The Brontes.
A detailed study of the novels of Charlotte, Emily, and Anne, together with an investigation of the major nineteenth and twentieth century critical materials on the Brontes and their books. Not offered in 1974-75.

324. Seminar: Beckett and Joyce.
An intensive study of major works by these twentieth century writers, including *Three Novels* and *Ulysses*. Not offered in 1974-75.

325. Seminar: Faulkner.
A study of the major representative novels of this twentieth century author. Not offered in 1974-75.

328. Seminar: Melville.
An intensive study of major works by this nineteenth century novelist. Not offered in 1974-75.

Mode and Genre Courses

100. English Poetic Tradition.
Study will involve close analysis of the rudiments of English verse (rhyme, meter, rhythm, metaphor, form, and structure) as they function in a few poems by ten or a dozen major poets. Discussion topics will include the variations played on standard themes, conventions, and forms, the changing attitudes toward poetic diction, and the chronology of the English poetic achievement. The course will call for some oral reading and several brief analyses, and will draw on the resources of the International Poetry Forum. (Recommended for freshmen and sophomores considering a major in English.) Spring term.

130. The Rise of the Novel.
A study of the antecedents of the novel and its development as both a literary form and an expression of currents in the social and intellectual history of the eighteenth century. Readings will include works by such novelists as Defoe, Richardson, Fielding, Sterne, the Gothic novelists, and Austen. Fall term.

231. Nineteenth Century English Poets.
A study of the major works by the chief poets of the Romantic and Victorian eras. Spring term.

232. The Nineteenth Century English Novel.
A study of major nineteenth century English novels both as art and as reflection of the Victorian age. Not offered in 1974-75.

233. Modern American Poetry.
An inquiry into American poetry today through the major strains in earlier twentieth century poetry: imagism, the esoteric poetry made influential by Pound and Eliot; and the homely, realistic and symbolic poetry with ancestors in Frost and William Carlos Williams. Non-major students by permission of instructor. Fall term.

235. The Nature of Tragedy.
An exploration of tragedy as a literary mode, as an informing spirit, and as a philosophical problem. The course is concerned largely with drama of the Western world from the Greek tragedians to the present, but includes also critical theories of tragedy and several tragedies in fiction. Spring term.

236. The Nature of Comedy.
An exploration of comedy as a literary mode, as an informing spirit, and as a philosophical problem. The course will consider the practice of comedy in all literary genres and in other media (notably graphic arts and motion pictures), and the theory of comic composition in the writings of both philosophers and practitioners. Among the writers discussed will be Aristophanes, Boccaccio, Cervantes, Shakespeare, Molière, Wilde, and Shaw, as well as theoretical writings by such as Bergson, Aristotle, Langer, and Frye. Not offered in 1974-75.

338. Principles of Literary Criticism.
A course designed to extend critical abilities and to heighten appreciation of literature and of the art of criticism, by the study of literary theory and critical methods, and by the application of critical principles. Fall term.

Other Departmental Courses

141. Linguistics: An Approach to Language.
An introduction to theoretical and applied linguistics, to what is meant by linguistics as "the science of language." The course is designed to provide an understanding of the history, nature, and functions of language, through a linguistic approach, and with the necessary linguistic tools for furthering that understanding. Spring term.

184. Literature of Black American Authors.
A comparative study of Black Literature of the twentieth century encompassing three areas of the world: Africa, the Caribbean Islands, and the United States. A textual, analytical approach will be used to examine the autobiography, novel, theatre, and poem. The concept of music as literature, folkloric form, will be reviewed; and discussion of the themes of place and culture, vindictiveness and non-vindictiveness, negritude, and power will be central in the treatment of selected works. Three class meetings weekly. Lectures, extensive reading, oral reports and discussion. (See also Black Studies.) Not offered in 1974-75.

190. Film Workshop.
A beginner's filmmaking course. Elementary work with super 8 equipment. Prerequisite: Experience with still photography or familiarization with all kinds of movies helpful, but *not necessary*. Interim.

195. Introduction to Architecture.
A study of the language and basic concepts of architecture, focusing on the design elements with which architects work: space, circulation, structure, and orientation. Work will include readings, simple design problems, analyses of problems in Pittsburgh architecture. Visitors from architectural firms and city planning boards will occasionally lead class discussions. Interim. Not offered in 1974-75.

240. Classicism, Romanticism, and Realism.
A study of three major attitudes toward art and life through analysis of Greek drama and comparative European literature and painting of the eighteenth, nineteenth, and twentieth centuries. Interim.

392. Seminar: Historical and Philosophical Perspectives on American Literature, 1919-1941.
The intellectual and social history of the United States between the two World Wars as reflected in literature of the time. Books are examined both for their historical and philosophical content. Writers studied may include Sherwood Anderson, Ernest Hemingway, William Faulkner, John Dos Passos. Not offered in 1974-75.

501, 500, 502. Independent Study.
Each term and Interim.

601. Tutorial.
A course for those students whose tutorial projects have evolved from an English Department seminar or Independent Study course. Each term.

603-604. Tutorial.
A course for those students who have not taken English 601. Each term.

History

Major Requirements:
11 courses including the tutorial. Unless otherwise stated, courses are open to all classes.

001. Freshman Seminar:
Arthur, "The Once and Future King."
An introduction to college skills, such as oral and written reports, discussions of readings, and use of library resources. The topical concentration is on the medieval English aristocracy and Arthurian literature. Readings will include primary sources, as well as the works of historians, anthropologists and literary critics. Fall term.

003. Freshman Seminar:
Fiction as History; History as Fiction.
An exploration of the relationship between American literature and American history in an effort to answer the question: what is history? Readings will include fiction by Sinclair Lewis, Ernest Hemingway, John Dos Passos, John Steinbeck, Richard Wright, and William Faulkner; the historical context will be the years between the two World Wars, 1919-1941. Of continuous interest will be the image of women portrayed by these American writers. Fall term.

501, 500, 502. Independent Study.
Each term and Interim.

603-604. Tutorial.
Each term.

Introductory Courses

101. The Formation of Europe.
In the context of universal civilization, the emergence of Europe is surveyed from ancient times through early modern times. "Historical thinking" is applied as a means of understanding the human condition. Lectures explain the structure of historical evolution, while class reports and discussions cover "everyday life." Fall term.

102. Modern Europe.
Main trends from the seventeenth century to the present. The presentation is both chronological and conceptual. The philosophy of interpretation as laid down in "The Formation of Europe" (History 101) is further developed.
The combination of lectures, class reports and discussions, too, follows the same pattern as History 101. Not offered in 1974-75.

105. The Urban Civilization of Athens and Rome.
The development of the urban society in the ancient Mediterranean world; its political, economic, philosophical and social assumptions and practices. A study of contemporary sources, such as Thucydides and Plutarch, as well as works of modern scholars. Fall term.

106. The Civilization of Europe to 1600.
The process of urbanization in medieval Europe and the rural alternative to urban society, study of contemporary sources, such as *Beowulf* and Machiavelli's *The Prince*, as well as works of modern scholars. Spring term.

143. An Introduction to Asian Civilization.
After a survey of the peoples and languages of India, China, and Japan, the following topics are taken up for comparative study: classical literature, the family system, the reaction to Western civilization, and communism. (See also Black Studies.) Each term.

151. Introduction to American History.
A survey of American history from its beginnings to the present. Intended for students who want a general introduction and opportunities to pursue individual interests. Spring term.

Period and Theme Courses

116. The Age of Reason and Enlightenment.
A study of the Age of Reason, the Enlightenment, and the French Revolution, with particular emphasis upon the outlook of eighteenth century men as it was reflected in their political, social, and economic writings and activities. As the cultural and intellectual center of Europe in that age, France is the main focus of this course. Spring term.

211. History of the Early Middle Ages.
A survey of the West from the fall of the Roman

Empire to the advent of the High Middle Ages. Particular stress will be laid on the development of political, economic, and social institutions. Also, Islamic, Byzantine, and Anglo-Saxon history will be dealt with. Not offered in 1974-75.

212. History of the High Middle Ages.
A topical examination of medieval civilization at its height. Topics will include the origins of towns, feudal monarchy, constitutional government, the papacy, and scholasticism. Not offered in 1974-75.

213. The Renaissance.
A topical examination of the Civilization of the Renaissance based on Burckhardt's classic interpretation. The topics will include the urban economy, the papacy, the secularization of politics, and humanism. Fall term.

214. The Reformation.
A topical examination of Europe in a state of transition from the Medieval to the Modern. Topics will include the development of national monarchy, the discovery of the New World, religious strife, and the readjustment of social values. Not offered in 1974-75.

221. Origins of Contemporary Europe.
The French Revolution, Napoleon and the awakening of Europe. The national-liberal transformation of Europe and the nineteenth-century structure of world peace. Bismarck and the rise of the German Empire. The course analyzes the origins of the twentieth-century world. Fall term.

222. Contemporary Europe.
The two World Wars, causes of the interwar crisis, the age of facism, the postwar recovery of a divided continent, the emergence and future of the European Community. Twentieth-century Europe is analyzed as an international history with emphasis on the German problem. Not offered in 1974-75.

231. The Age of the English Revolution, 1558-1688.
The dynamic forces of conflict which contributed to this first great modern revolution. The struggle over governing authority, and the changing attitudes toward government, social order and the nature of authority. The role played by Puritanism will be given special attention. Open to freshmen with the consent of the instructor. Not offered in 1974-75.

240. The Eastern European Revolution and the People's Democracies.
An area study of Poland, Czechoslovakia, Hungary, Romania, Yugoslavia, Bulgaria, and Albania. The history of nation building and the era of independence between the two World Wars. The Soviet sphere of influence since World War II. Interim.

241. The Making of Russia.
The formation of the Russian state and nation. Kievan Russia and the Mongol yoke. Moscow as the center of modern Russia. Territorial expansion and Europeanization of the Russian Empire from Peter the Great to the reforms of Alexander II. Not offered in 1974-75.

242. The Russian Revolution and the Soviet System.
The transformation of the Russian Empire into the Soviet Union. The revolutions of 1905 and 1917. The Soviet Union under Lenin and Stalin. Russia's emergence as a superpower. The post-Stalin era, East-West detente and the problem of liberalization. Not offered in 1974-75.

254. History of the American Revolution, 1763-1787.
This course will consider the relationship between Britain and the American colonies, and the conditions within the various colonies during the revolutionary era. Particular attention will be given to the causes, consequences, and complexities of the revolution. This course is designed to focus in depth upon the crucial formative aspects of our nation's history, and the framework of ideas which undergird these events. Not offered in 1974-75.

256. The Age of Civil War and Reconstruction.
The period covered is from the 1830's to the end of Reconstruction in 1877. The issues discussed include the Old South, slavery, abolitionism, "manifest destiny" and the Mexican War, causes and consequences of the Civil War, Lincoln's presidency, Radical Reconstruction, and the early women's rights movement. (See also Black Studies.) Spring term.

257. The Roots of Modern America, 1877-1932.
The political, social, and cultural history of the United States during its transition from frontier to modern industrial society. Themes examined include alienation, youth rebellion, the Black ghetto, the women's movement, corporate power, centralized government, and American intervention abroad. (See also Black Studies.) Not offered in 1974-75.

258. Modern America, 1933-Present.
The political, social, and cultural history of the United States during the last 40 years. Presidential leadership from Roosevelt to Nixon, the Great Depression, United States foreign relations, the civil rights revolution and Black nationalism, the silent generation of the 1950's and the counterculture of the 1960's, women's liberation, the environmental crisis. (See also Black Studies.) Not offered in 1974-75.

Special Topics

130. British Architecture and Related Social History.
The purpose of this course is to examine the evolution of British architecture from the earliest times until the present, and to consider the social implications of various emphases in building. Extensive use will be made of color slides to illustrate the subject matter. Interim.

133. The Growth of Representative Government: The British Model
The development of governing institutions and the nature of popular participation in government. The legal system, constitutional monarchy, parliamentary supremacy, responsible government and democracy have all been realized through a long process. This course examines these institutions and the dynamics of their growth. Not offered in 1974-75.

138, 139. The Role and Status of Women in Historical Perspective.
An examination of the condition of women in Western Society, past and present. Among the principal topics are the nature and extent of the socialization process, the problems and consequences of prevailing sexual role playing, and some of the scholarship which is challenging long held assumptions about women. 138 will be offered in the Fall term; 139 will be offered in the Spring term.

150. The American Indian.
An introduction to the history, culture, and attitudes of American Indians. Field trips, movies, guest lectures, and reading seminars. Pass/Fail only. Interim.

185. Afro-American History I.
An examination of some of the major political, social and economic developments in the unfolding of the Black experience on the African continent and in the United States to 1865. Aspects of the Black experience to be investigated will be: the social-psychological impact of European penetration upon traditional African societies; slavery in the colonial and ante-bellum periods. (See also Black Studies.) Fall term.

186. Afro-American History II.
An examination of some of the major political, social and economic developments affecting the Black experience since 1865, giving attention to the Civil War period: abolitionism and revolt; the Civil Rights crusade; and the Black Power Movement. (See also Black Studies.) Spring term.

203. Past, Present and Future.
An examination of the nature of change, and of human response to the challenge of change. Study and discussion of the works of leading authorities in the field, such as Robert Heilbroner, Daniel Bell, Herman Kahn, and Alvin Toffler. The objective is to analyze the frame of reference for decision-making in a rapidly changing society. Fall term.

208. The City in History.
A survey of the development of the city and urban civilization from the ancient city state to the modern nation state. The emphasis is on the role of technology, economic and political structure, and planning. Spring term.

210. The Historian at Work.
An introduction to historical research and writing.

A single problem drawn from English medieval history will be researched in depth with a short monograph as the final report. Group research. Prerequisite: two history courses or permission of the instructor. Interim. Not offered in 1974-75.

351. Seminar: American Foreign Relations.
The foreign policy of the United States as a superpower. Causes and consequences of World War II and the Cold War, American intervention in the Third World (including the Korean War and the Indochina War), the arms race and the military-industrial complex, detente with the Soviet Union and China. Special attention to American-Russian relations. Not offered in 1974-75.

392. Seminar: Historical and Philosophical Perspectives on American Literature, 1919-1941.
The intellectual and social history of the United States between the two World Wars as reflected in literature of the time. Books are examined both for their historical and philosophical content. Writers studied may include Sherwood Anderson, Ernest Hemingway, William Faulkner, John Dos Passos. Not offered in 1974-75.

Mathematics

Major Requirements:
12 courses in mathematics, including the tutorial. Although no specific sequence of courses is required, a student should give attention to course prerequisites in planning a program of courses. Plans for graduate study, teacher certification, or other vocational goals should also be taken into account. In addition to the offerings of the department, certain courses may be taken for credit at other colleges and universities in the area under the cross-registration program.

Courses in related subject matter are recommended: e.g., logic, the natural sciences, philosophy, and the social sciences. A student intending to pursue graduate study should acquire a reading knowledge of several foreign languages, in particular, German, French, or Russian.

101. Elementary Calculus, Physics, Applications I.
Principles of measurement and data analysis. Formulation of mathematical models. Examples drawn from physics, economics, biology, and psychology. Coordinate systems. Introduction to relations, functions, and vector calculus. Development of Newtonian theory of motion. Introduction to computer programming. Selected topics in the history and philosophy of science and mathematics. Three lecture-discussion periods and one laboratory period per week. Prerequisite: Two years of college preparatory mathematics. Fall term.

102. Elementary Calculus, Physics, Applications II.
A continuation of Mathematics 101. Study of properties of the elementary functions. Differentiation, anti-differentiation, and integration are applied to the solution of derivative equations and other problems arising in physics, economics, biology, and psychology. Mathematics of growth and decline. Approximation techniques, Taylor polynominals. Three lecture-discussion periods and one laboratory period per week. Prerequisite: Mathematics 101 or equivalent. Spring term.

105, 106. Introduction to Modern Mathematics I, II.
History and logical development of the real and complex number systems. Concepts of set theory. Mathematical induction. Comparison and inequality. Measurement and approximation. Equations and inequations. Introduction to functions, coordinate geometry, and graphs. Techniques of problem solving and discovery in mathematics. Prerequisite: Two years of college preparatory mathematics. Not offered in 1974-75.

107, 108. Calculus, Models, and Decisions I, II.
Gathering and organizing information. Formulation of mathematical models for the solution of problems in economics and management. Introduction to the computer. Relations and functions. Sequences and series. Linear programming. Decision making techniques. Differential and integral calculus with applications to problems of economics and management. Prerequisite: Two years of college preparatory mathematics. It is highly recommended that Mathe-

matics 110 be taken previously or concurrently. Each term.

110. Elementary Statistics.
Introduction to data processing machinery. Statistical measures and distributions. Decision making under uncertainty. Application of probability to statistical inference. Linear correlation. Introduction to non-parametric statistical methods. Application to problems drawn from the natural and social sciences. Prerequisite: Two years of college preparatory mathematics. Each term.

115, 116. Problem Seminar.
Participants meet together once weekly along with members of the mathematics faculty to consider, discuss, and develop solutions for mathematical problems drawn from problem anthologies, the problem sections of mathematical periodicals, or other sources. Offered as student interest develops. ½ course. Each term.

217, 218. Mathematics Seminar.
A study of some specialized topic in mathematics not ordinarily treated in one of the regular offerings of the department. Staff members and enrolled students meet once weekly for discussions. Enrollment by permission of the department staff. Offered as interest develops. ½ course. Each term.

221. Linear Algebra.
Finite dimensional vector spaces; geometry of R^n; linear functions; systems of linear equations; theory of matrices and determinants. Prerequisite: Mathematics 102 or 108 or equivalent. Fall term.

222. Intermediate Analysis.
An introduction to multivariate calculus using vector spaces; partial differentiation and multiple integration; calculus of vector functions; applications to extremum problems and differential equations. Prerequisite: Mathematics 221 or equivalent. Spring term.

227, 228. Advanced Analysis I, II.
Topology of R^n, limits, continuity, differentiability; the Riemann integral; functions of several variables; uniform convergence, infinite series, Taylor series; improper integrals, multiple integrals; differential geometry and vector calculus; introduction to functions of a complex variable. Prerequisite: Mathematics 221 and 222 or equivalent. Not offered in 1974-75.

241, 242. Abstract Algebra I, II.
Elements of modern abstract algebra and advanced treatment of linear algebra with applications to geometry. Algebraic systems. Prerequisite: Mathematics 221 or equivalent. 241, Spring term; 242, not offered in 1974-75.

251, 252. Physics I, II.
Mechanics, thermodynamics, electromagnetism and electronics, modern physics, mathematical physics. Prerequisite: Mathematics 101 and 102 or equivalent. Three lecture-discussion periods and one laboratory period per week. Each term.

255. History and Philosophy of Mathematics.
Historical development of mathematical concepts and theories. Investigation of the nature of mathematical thought. Prerequisite: Mathematics 101 or 105 or 107 or equivalent. Fall term.

331, 332. Geometry-Topology-Analysis I, II.
A study of the interrelations of basic algebraic, geometric, and topological structures. Differential geometry. Topology of function spaces. Applications to the theory of differential equations. Prerequisite: Mathematics 227, 228, 241, 242 or equivalent. (Some of these courses may be taken as corequisites.) Not offered in 1974-75.

501, 500, 502. Independent Study.
Each term and Interim.

603-604. Tutorial.
Each term.

Modern Languages

All freshmen are expected to take the language placement examination(s) given in September. All students are welcome in any language course, except tutorials, subject to prerequisites.

Major Requirements in French:
12 courses in French including the tutorial. French 101, 102, 103, and 104 are not considered part of the major. French 105, 207, 208, 212, 213, 214, and 215 are required of majors. French majors in the education sequence must take French 205 and 209 before the senior year. Students may, with the permission of the department, exempt one or more of these course requirements by demonstrating proficiency. Except under unusual circumstances, majors will observe the following sequence of courses: freshmen, French 207 and 208; sophomores, French 105, 215; juniors, French 212, 213; seniors, French 214 and the tutorial.

Major Requirements in German:
10 courses in German including the tutorial. German 101, 102 are not considered part of the major.

Major Requirements in Spanish:
10 courses in Spanish including the tutorial. Spanish 101, 102 are not considered part of the major.

French

001. Freshman Seminar: The Liberated Woman: French Existentialist Approach.
A study of women in the works of Simone de Beauvoir, including *The Second Sex, The Blood of Others,* and *She Came to Stay.* The course will comprise a necessary introduction to the philosophy of Jean-Paul Sartre and readings and discussion from other feminist writing. In English. Fall term.

101, 102. Elementary French.
The fundamentals of grammar, reading, and pronunciation. The conversational approach is stressed. Classes meet four hours a week. Each term.

103, 104. Intermediate French.
A continuation and review of grammar, along with readings in aspects of French civilization and representative literary texts, with practice in spoken and written French. Prerequisite: French 102 or placement examination. Each term.

111. Modern French Readings.
Primarily for freshmen and upperclass students not majoring in French. A study of selected works of the nineteenth century Romantics, Realists, and Symbolists, and/or of the leading authors and intellectual movements of the twentieth century. May not be substituted for French 214. Prerequisite: French 104 or placement examination. Fall term.

130. French Language and Culture.
The program entails travel to France or to a French-speaking country. The student will live with a family for a period of approximately four weeks, during which time she will accompany the family on trips to neighboring cities and historically significant areas. She will attend theatre productions, films, and social engagements as well as participate and, at times, assist in household activities. A written account (following a pre-determined outline) of the student's observations and experiences will be submitted upon her return to Chatham College, and it will be corrected and rewritten under the guidance of her French instructor. The program is especially recommended for a student's first experience abroad; the more experienced student may want to take advantage of a recognized established Interim program abroad. Prerequisite: Permission of instructor. Interim.

150. Writers of the Negritude Movement.
A course treating the origin and development of the Negritude movement in the Caribbean Islands, the United States and West Africa. An attempt will be made to show the series of chain-reactions that took place within predominantly Black inhabited areas around the world once the call to action was launched. Authors will range from Leon Damas and Claude MacKay to Leopold S. Senghor and Langston Hughes. Given in English and/or French according to the language background of the students enrolled. Not considered part of the French major. Interim. Not offered in 1974-75.

154. Literary Figures of West Africa.
A course designed to acquaint the student with some of the masterpieces of contemporary West African literature, while stressing the origin, importance, and later preponderance of the "negritude" movement. Seminar in form, requiring extensive outside reading, oral reports, and discussion. Given

in English. Not considered part of the French major. (See also Black Studies.) Not offered in 1974-75.

191. Seminar: The French Art Song.
A study of the history, development, and repertory of the nineteenth and early twentieth centuries "mélodie," with analyses of the literary texts and their musical settings. Class demonstrations where possible. Recommended for voice students. Given in English. Not considered part of French major. Pass/Fail course. Prerequisite: One year of French. Not offered in 1974-75.

205. Grammar and Composition.
An intensive course in written French, emphasizing grammar and style. Translation from English texts and free composition. Prerequisite: French 104 or placement examination. Fall term.

207, 208. Conversation.
An intensive course in spoken French. Devoted mainly to developing acceptable pronunciation, increasing vocabulary, and improving fluency through the discussion of literary texts. Prerequisite: French 104 or placement examination. Each term.

209. French Phonetics.
The theory and practice of French pronunciation. Required of teaching option majors, who may substitute this course for 207. Prerequisite: French 104 or placement examination. Fall term.

212, 213, 214. The French Literary Tradition I, II, III.
An advanced course primarily for majors in French, but open to other qualified students. A three-term sequence: Literary Tradition I, the Middle Ages and the Renaissance; Literary Tradition II, the Classical Period and the Age of Enlightenment; Literary Tradition III, Romanticism, Realism, Symbolism, the Parnassians, and the literary and intellectual movements of the contemporary epoch. Prerequisite: French 207, 208, or placement examination. 212 not offered in 1974-75; 213, Fall term; 214, Spring term.

215. French Civilization.
The cultural heritage of France: the interrelation of its customs, institutions, arts, and letters. Prerequisite: French 207 or placement examination. Not offered in 1974-75.

220. Seminar: French Literary Criticism.
A study of major French authors as seen by French literary critics from Stendhal to the members of "la nouvelle critique" of the present day. Prerequisite: French 208 or placement examination. Not offered in 1974-75.

221. Seminar: Explication de Texte.
A study of the French method of literary analysis. Oral and written presentations based on prose and poetry selections from the sixteenth century to the present time. Recommended for majors. Prerequisite: French 208 or placement examination. Not offered in 1974-75.

241. The Seventeenth Century Theatre.
. The history and development of the French theatre of the seventeenth century, with emphasis on selected plays of Corneille, Racine, and Moliére. Prerequisite: French 208 or placement examination. Spring term.

245. The "Philosophes."
A study of the major works of Montesquieu, Voltaire, Diderot, and Rousseau, including their letters, novels, *contes*, and plays. The course aims to clarify the "esprit philosophique" which characterizes the French Age of Enlightenment. Prerequisite: French 208 or placement examination. Not offered in 1974-75.

248. Four French Poets.
The dramatic passage of French poetry from the nineteenth to the twentieth century, renewing itself in concept, vision, and performance, as revealed in selected works of Verlaine, Rimbaud, Eluard, and Apollinaire. Prerequisite: French 207 or placement examination. Spring term.

249. The Symbolist and Parnassian Poets.
An analysis of selected works of representative poets of the Symbolist and Parnassian periods, including, among others, Gautier, Leconte de Lisle, Gerard de Nerval, Baudelaire, Heredia, Verlaine, Mallarmé, and Rimbaud. Prerequisite: French 208 or placement examination. Not offered in 1974-75.

251. Realism in the Nineteenth Century Novel.
An examination of the concept of realism in literature through the study of selected works of Balzac, Stendhal, Flaubert, Merimeé, Daudet, de Maupassant, and Zola. Prerequisite: French 208 or placement examination. Not offered in 1974-75.

254. West African Literature.
A course designed to acquaint the student with some of the masterpieces of contemporary West African Literature, while stressing the origin, importance, and later preponderance of the "negritude" movement. Seminar in form, requiring extensive outside reading, oral reports, and discussion. Given in French. Prerequisite: French 208 or placement examination. Not offered in 1974-75.

255. The Contemporary Novel.
Selected writings from twentieth century novelists such as Alain-Fournier, Proust, Colette, Cocteau, Mauriac, Malraux, Sartre, Camus, Queneau, Genet, and Robbe-Grillet. Prerequisite: French 208 or placement examination. Fall term.

256. The Contemporary Theatre.
The development of the modern theatre from Jarry's *Ubu Roi* to Beckett and Ionesco, including such representative dramatists as Giraudoux, Claudel, Cocteau, Anouilh, Montherlant, Sartre, and Camus. Prerequisite: French 208 or placement examination. Not offered in 1974-75.

501, 500, 502. Independent Study.
Each term and Interim.

603-604. Tutorial.
Each term.

German

101, 102. Elementary German.
The fundamentals of grammar, reading, and pronunciation. The conversational approach is stressed. Classes meet four hours a week. Each term.

103, 104. Intermediate German.
A continuation and review of grammar, along with readings in aspects of German civilization and representative literary texts, with practice in spoken and written German. Prerequisite: German 102 or placement examination. Each term.

117. German Literature through Film and Recorded Performances.
Major literary works of the nineteenth and twentieth centuries which have been made into films will be studied through a comparison of the written texts with the film adaptations and/or recordings of dramatic performances. Some of the major works to be included are by Keller, Doblin and T. Mann. Prerequisite: German 104 or placement examination. Interim.

130. German Language and Culture.
The program entails travel to Germany, Austria, or Switzerland. The student will live with a family for a period of approximately four weeks, during which time she will accompany the family on trips to neighboring cities and historically significant areas. She will attend theatre productions, films, and social engagements as well as participate and, at times, assist in household activities. A written account of the student's observations and experiences will be submitted upon her return to Chatham College and it will be corrected and rewritten under the guidance of her German instructor. This Interim experience is also available in July; in the July program students will be accompanied to Europe by their instructor. Prerequisite: Permission of the instructor. Interim.

140. Intensive Conversation and Grammar Review.
A limited number of students will meet four times per week for not less than three hours per day to engage in general German conversation with a native speaker, discussions in German on current events, German scrabble games, formal discussion of fine points of German grammar, and viewing and discussion of German films. Prerequisite: Permission of the instructor. Interim. Not offered in 1974-75.

205. Grammar and Composition.
An intensive course in written German, emphasizing grammar and style. Translation from English and free composition. Prerequisite: German 104 or placement examination. Not offered in 1974-75.

207, 208. Conversation.
An intensive course in spoken German. Devoted mainly to developing acceptable pronunciation, increasing vocabulary, and improving fluency through the discussion of literary texts. Prerequisite: German 104 or placement examination. (See Carnegie-Mellon course offerings.) Not offered in 1974-75.

211, 212. Survey of German Literature.
An introduction to the development of German literature from the Old High German period to the present. Fall term: from the ninth to the nineteenth century, with emphasis on the Courtly period, Baroque, Enlightenment, Storm and Stress, and Classicism. Spring term: the nineteenth and twentieth centuries, with emphasis on Romanticism, Poetic Realism, Naturalism, Impressionism, and Expressionism. Lectures are in German; discussions are in German and English. Papers and examinations may be written in German or English. Prerequisite: German 104 or placement examination. Fall term and Interim.

215. German Civilization.
The cultural heritage of Germany: the interrelation of its customs, institutions, arts, and letters. Prerequisite: German 104 or placement examination. Not offered in 1974-75.

220. Seminar.
Studies in particular areas of German literature of culture. A study of selected German dramas from the Storm and Stress period to the present, including works of Goethe, Schiller, Grillparzer, Hebbel, Schnitzler, Frisch, and others. Readings will be coordinated with professional recorded dramatizations on tape or on film. The German Novel as represented by works of Thomas Mann, Franz Kafka, Hermann Hesse, and Max Frisch. Prerequisite: German 212 or permission of the department. Not offered in 1974-75.

245. The Classical Period.
An introduction to the historical and cultural background of the Classical period. Reading of representative works of Lessing, Wieland, Goethe, and Schiller. Prerequisite: German 212 or permission of the department. (See Carnegie-Mellon course offerings.) Fall term.

250. German Romanticism.
A study of the Romantic Movement in Germany with particular attention to the works and theories of the Schlegel brothers, the Grimm brothers, Tieck, Novalis, Brentano, Eichendorff, and Hoffman. Prerequisite: German 212 or permission of the department. Not offered in 1974-75.

255. Modern German Literature.
A study of the leading German writers of the twentieth century, including Mann, Hesse, Rilke, Hofmannsthal, Frisch, and Böll. Prerequisite: German 211, 212 or permission of the department. Not offered in 1974-75.

290. Concept of the Artist in German Philosophy and Literature.
A seminar involving intense reading and discussion of Kant, Hegel, Schopenhauer, Nietzsche and Mann. Emphasis will be placed on student involvement through discussion and short papers. Interim. Not offered in 1974-75.

501, 500, 502. Independent Study.
Each term and interim.

603-604. Tutorial.
Each term.

Russian

101, 102. Elementary Russian.
The fundamentals of grammar, reading, and pronunciation. The conversational approach is stressed. Classes meet four hours a week. Each term.

103, 104. Intermediate Russian.
A continuation and review of grammar, along with readings in aspects of Russian civilization and representative literary texts, with practice in spoken and written Russian. Prerequisite: Russian 102 or placement examination. Each term.

125. Russian Masterpieces in Translation.

Representative works of the great Russian writers of the nineteenth century: Pushkin, Lermontov, Gogol, Turgenev, Tolstoi, and Dostoevsky. Not offered in 1974-75.

126. Russian Masterpieces in Translation.
Representative works of the great Russian writers of the twentieth century, including Chekov, Pasternak, Solzhenitsyn, Gladkow, and prose writings of the Symbolist movement. Spring term.

127. Dostoevsky in Translation.
A comprehensive study of Dostoevsky's works beginning with his first novel *The Poor Folk* and culminating in *The Brothers Karamazov*. The general development of Dostoevsky's philosophy of life as well as his artistic techniques will be analyzed in depth within the context of such works as *Crime and Punishment*, *The Idiot* and *The Possessed*. Not offered in 1974-75.

128. Solzhenitsyn in Translation.
A study of Solzhenitsyn's major works against the historical and political background, beginning with *One Day in the Life of Ivan Denisovich*, and including *The First Circle*, *Cancer Ward*, and *Gulag Archipelago*. Fall term.

129. Tolstoi in Translation.
A study of Tolstoi's works, beginning with his first novel, *Childhood*, and progressing to such masterpieces as *War and Peace* and *Anna Karenina*. Some of Tolstoi's philosophical and religious works will also be read and analyzed. Not offered in 1974-75.

205. Grammar and Composition.
An intensive course in written Russian, emphasizing grammar and style. Translation from English and free composition. Prerequisite: Russian 104 or placement examination. Not offered in 1974-75.

207. Conversation.
An intensive course in spoken Russian. Devoted mainly to developing acceptable pronunciation, increasing vocabulary, and improving fluency through the discussion of literary texts. Prerequisite: Russian 104 or placement examination. Not offered in 1974-75.

211, 212. Survey of Russian Literature.
An introduction to the literature of the nineteenth and twentieth centuries. Fall term: Pushkin through Chekov, the Golden Age, the great realistic novelists, the short story. Spring term: Gorki through Yevtoushenko—fifty years of Soviet literature. Lectures and discussions of the texts and of the social, cultural, and political background. Emphasis on conversation, idiom, and composition. Prerequisite: Russian 104 or placement examination. Not offered in 1974-75.

501, 500, 502. Independent Study.
Each term and Interim.

Spanish

101, 102. Elementary Spanish.
The fundamentals of grammar, reading, and pronunciation. The conversational approach to reading is stressed. Classes meet four hours a week. Each term.

103, 104. Intermediate Spanish.
A continuation and review of grammar, along with readings in aspects of Spanish civilization and representative literary texts, with practice in spoken and written Spanish. Prerequisite: Spanish 102 or placement examination. Each term.

130. Spanish in Mexico.
The program entails travel to Colima, Mexico, where the students will study the Spanish language and culture under the direction of their Spanish instructor, who will accompany the group. Participants will be housed at the Hacienda El Cóbano and, for approximately one week, in a hotel in Colima. The program will emphasize social contact with the people of the village of El Cóbano and the city of Colima. Classroom sessions will stress the conversational use of Spanish. Field trips to the University of Colima (The Museum of Anthropology and History) and to the beach at Manzanillo are included, in addition to other field trips which will be planned as opportunities and funds permit. Prerequisite: Permission of the instructor. Interim.

205. Grammar and Composition.
An intensive course in written Spanish, emphasiz-

ing grammar and style. Translation from English and free composition. Prerequisite: Spanish 104 or placement examination. Not offered in 1974-75.

207, 208. Conversation.
An intensive course in spoken Spanish. Devoted mainly to developing acceptable pronunciation, increasing vocabulary, and improving fluency through the discussion of literary texts. Prerequisite: Spanish 104 or placement examination. Each term.

209. Spanish Phonetics.
The theory and practice of Spanish pronunciation. Required of teaching option majors. Prerequisite: Spanish 104 or placement examination. Not offered in 1974-75.

211, 212. Introduction to Spanish Literature.
An introduction to Spanish literature through representative authors in their historical and social context. Lectures and discussions of texts supplemented by practice in oral and written Spanish. Prerequisite: Spanish 104 or placement examination. (See Carnegie-Mellon course offerings.) Each term.

215. Spanish Civilization.
The cultural heritage of Spain: the interrelation of its customs, institutions, arts, and letters. Prerequisite: Spanish 104 or placement examination. Not offered in 1974-75.

217. Spanish American Literature.
An introduction to the most significant literary works of Spanish American literature. Emphasis is placed on the Colonial and Revolutionary periods, the Romantic literary theories, the realist novel, Modernism, and the contemporary period. Prerequisite: Spanish 212 or placement examination. Not offered in 1974-75.

241. Spanish Literature of the Golden Age: Drama.
The major works of Lope de Vega, Tirso de Molina, Calderón de la Barca, and their contemporaries. Prerequisite: Spanish 212 or placement examination. Not offered in 1974-75.

242. Spanish Literature of the Golden Age: Non-Dramatic.
Selected readings in prose and poetry with emphasis on the works of Cervantes, Lope de Vega, Quevedo, and Góngora. Prerequisite: Spanish 212 or placement examination. Not offered in 1974-75.

251. Spanish Literature of the Nineteenth Century.
A survey of the principal writers and literary movements of Spain in the nineteenth century, with emphasis on the development of the novel. Prerequisite: Spanish 212 or placement examination. Not offered in 1974-75.

255. Spanish Literature of the Twentieth Century.
The main trends in the drama, novel, and poetry since 1900. Prerequisite: Spanish 212 or placement examination. Fall term.

501, 500, 502. Independent Study.
Each term and Interim.

603-604. Tutorial.
Each term.

Other Department Offerings

101, 102. Elementary Italian.
The fundamentals of grammar, reading, and pronunciation. The conversational approach is stressed. Classes meet four hours a week. Not offered in 1974-75.

103, 104. Intermediate Italian.
A continuation and review of grammar, along with readings in aspects of Italian civilization and representative literary texts, with practice in spoken and written Italian. Prerequisite: Italian 102 or placement examination. Each term.

Music

Major Requirements:
14 courses, including the tutorial. Students majoring in music are required to take Music 101, 102, 103, 104, 105, 106, 123, 124, and four courses in applied music and the tutorial.

All majors in music must demonstrate keyboard ability in audition by the performance of specified material, such as the chorale harmonizations of Bach or their equivalent, no later than the end of the

sophomore year. Secondary piano instruction is offered for this purpose, if necessary, at the financial responsibility of the student. For students majoring in music, four course units of applied music may be taken in the junior and senior years without fees. (See page 37 , Applied Music fee.)

Materials of Music

101. Seminar in General Music.
General musical terminology and the enjoyment of Classical music. Music as a means of communication. Study of melodic patterns, rhythmic design, texture, dynamics, timbre, and form within the music of many styles and periods. Fall term.

102. Materials of Music I.
A study of scales, intervals, triadic structure in progression and phrase organization correlated with development of aural, keyboard, and writing skills. Prerequisite: Music 101 or equivalent. Spring term.

203. Materials of Music II.
Extended harmonic structures, modulation, and chromatic alteration, the writing correlated with harmonic analysis and further development of aural keyboard facility. Prerequisite: Music 102 or equivalent. Fall term.

204. Materials of Music III.
Study of modern techniques with analysis of the styles of important composers of the late nineteenth and twentieth centuries. Creative writing. Prerequisite: Music 103 or equivalent. Spring term.

305, 306. Counterpoint.
Two and three-part melodic technique in combination, chorale ornamentation, canon, invention, and elements of the fugue. First term is prerequisite for the second term. Not offered in 1974-75.

501, 500, 502. Independent Study.
Each term and Interim.

603-604. Tutorial.
Each term.

History and Literature of Music

110. Problems in the Performance of Twentieth Century Music.
Group study and presentation of selected contemporary works centering on, but not restricted to, music for the piano. (Other instrumentalists are invited to participate.) Special emphasis will be placed on some of the more progressive tendencies of the present, their philosophic orientation and unique problems of production (e.g., non-traditional notational systems, technical innovations, etc.). Anticipated is attendance at performances of contemporary music, including discussions with performing musicians and composers, wherever possible. In developing a sense of later twentieth century performance practice, a contrast will be made with at least one other style period through the study of representative music literature. Prerequisite: Literacy in music. Interim.

111. Music through the Renaissance.
Discussion of music before 1600 including primitive music, the music of ancient Greece, monophony, the beginnings of polyphony, and the vocal and instrumental music of the Renaissance. Fall term.

112. Music in the Americas.
The development of music in the new world showing the interaction of native contribution such as jazz or folk music on a transplanted European culture. Not offered in 1974-75.

113. Baroque Masters: Bach and Handel.
A comprehensive view of representative and particularly significant music of these composers with emphasis on the stylistic features of the Baroque period. Not offered in 1974-75.

114. Viennese Classical Music.
Study of representative works by Haydn, Mozart, and Beethoven encompassing the significant features of eighteenth and early nineteenth century music. Not offered in 1974-75.

115. Opera through the Nineteenth Century.
An examination of opera as a combined art form beginning with its origin in Italy and including signif-

icant contributions of the lyric theatre in Europe and America. Fall term.

116. The Solo Song.
A concentration on the large body of musical literature for the solo voice with emphasis on Italian repertoire, German Lieder, folk and popular song, and the contemporary art song, with the aid of performance demonstration where possible. Spring term.

117. Opera in the Twentieth Century.
An examination of the opera of modern times with emphasis on the contributions of American composers. Not offered in 1974-75.

118. Music of the Nineteenth Century.
A presentation of important orchestral and choral works of the Romantic period. Not offered in 1974-75.

119. Contemporary Music.
A study of stylistic tendencies and experimental developments in music of the twentieth century, both European and American. Not offered in 1974-75.

120. Basic Harpsichord Techniques.
Development of the basic techniques requisite to musical performance on the harpsichord. Attention will be given to the practical aspects of tuning and servicing the instrument as well as to the acquisition of the special technical and musical equipment necessary for the realization of the most accessible repertoire. Both group and individual study will be involved. Prerequisite: Permission of the instructor. Interim. Not offered in 1974-75.

121. Non-Western Music: The Hunters
Study of music as used in selected primitive societies including American Indian, Eskimo, and African groups. (See also Black Studies.) Fall term.

122. Non-Western Music: The Musicians.
An investigation of some of the music of the Eastern Hemisphere, including Japan, Southeast Asia, China, and India. Open to non-majors. Not offered in 1974-75.

126. Pianos, Pianists, and Piano Playing.
A consideration of the activity of musical performance on the pianoforte including a survey of the development of the instrument and of the distinguished pianists of the past and present. Special attention will be given to the written literature for the piano as well as to the tradition of improvisation, including the contribution of the Black jazz musician. Spring term.

128. Bach, Beethoven, Wagner, and Stravinsky.
An approach to the understanding of Western music through intensive discussion of the work of four major composers ranging from the Baroque Age to the present. Spring term.

183. Black Music.
A review of West African musical devices and techniques and the alteration of this music by the Americanization process. A study of Black music during slavery in America as contrasted to the music of Blacks in other parts of the world. A differentiation among the various forms of Blues, Black religious music and Jazz with emphasis on contemporary aspects. This course will also stress the interrelationships of poetry, sociology, psychology, and history to the music of Black people. (See also Black Studies.) Not offered in 1974-75.

190. Avant Garde Performing Arts.
After a brief introduction by each instructor of some of the esthetic principles of contemporary artists, the class will experiment in each of the disciplines, creating their own work of art, with a view toward informal performance. Criteria for critical judgment will derive from the concrete experience of creating and performing music, theatre, and dance in a contemporary idiom and style. Previous experience in music, theatre, and dance is not required. Students interested in film, poetry, and technical aspects of theatre are also welcome. Interim. Not offered in 1974-75.

191. Seminar: The French Art Song.
A study of the history, development, and repertory of the nineteenth and early twentieth centuries "mélodie," with analyses of the literary texts and

their musical settings. Class demonstrations where possible. Recommended for voice students. Given in English. Not considered part of French major. Pass/Fail course. Prerequisite: One year of French. Fall term.

223, 224. History of Music.
The growth and development of music as an art. Music as a part of the whole of civilization. A study of representative works of all periods leading to an understanding of the music itself. First term is prerequisite for the second term. Each term.

Applied Music

Development of musical and technical facility to enable the intelligent and artistic performance of representative compositions of all periods and styles. One course in applied music involves a one hour lesson per week plus a minimum of eight hours practice per week. A ½ course involves a one-half hour private lesson per week plus a minimum of four hours practice per week.

131, 132. Voice.
Sec. A ½ course. Sec. B 1 course. Each term.

133, 134. Piano.
Sec. A ½ course. Sec. B 1 course. Each term.

135, 136. Organ.
Sec. A ½ course. Sec. B 1 course. Each term.

137, 138. Violin.
Sec. A ½ course. Sec. B 1 course. Each term.

141, 142. Viola.
Sec. A ½ course. Sec. B 1 course. Each term.

143, 144. Orchestral Instruments.
Sec. A ½ course. Sec. B 1 course. Each term.

Ensemble

151, 152. Choir.
Preparation and performance of a wide variety of choral literature for both women's and mixed voices. Three two hour rehearsals per week. ½ course. Each term.

153, 154. Instrumental Ensemble.
Preparation and performance of chamber music for various ensembles. ½ course. Each term.

Philosophy and Religion

Major Requirements:
10 courses in philosophy including one introductory course, Logic (Philosophy 119), at least three courses in the history of philosophy sequence, and the tutorial. The tutorial in philosophy will consist of a paper and examination by three members of the faculty. Students planning to major in philosophy should take at least one of the introductory courses in philosophy and logic before enrolling in other courses in philosophy.

Philosophy

013. Freshman Seminar: Life, Education and Justice.
An examination of the purpose of human existence, the aims of education within that purpose, and the role of social justice as it pertains in particular to women. Fall term.

111. Introduction to Philosophy: Logical Problems.
The course will begin by teaching a student to recognize an argument and to use elementary techniques of logic to evaluate arguments. The role of logic in scientific methodology will be examined. Finally the student will analyze traditional arguments offered in support of and against statements of religious belief. Not offered in 1974-75.

113. Introduction to Philosophy: Philosophical Issues I.
An introduction to philosophy primarily for freshmen. Readings, lectures and discussions focused on some of the perennial problems of philosophy. The course will begin with the problem of the nature of man and proceed to an examination of such issues as the relation of mind and body, the nature of knowledge, freedom and determinism, moral responsibility, and the existence of God. Fall term.

114. Introduction to Philosophy: Philosophical Issues II.
An examination beginning with man as an individual and leading toward a more comprehensive understanding of man as he relates to the world around him. The question "What is philosophy?" will also be raised, in so far as it relates to man as a thoughtful being. Selected writings from Nietzsche, Plato, Aristotle, Descartes, Hume, Heidegger, and the Bible. Not offered in 1974-75.

119. Logic.
An introductory study of classical and modern logic. Fall term.

120. Logic.
An introductory study of topics in modern symbolic logic, inductive logic, and logic of the scientific method. Prerequisite: Philosophy 119. Not offered in 1974-75.

140. Philosophy and Feminism.
An examination of the contributions made by various philosophers to issues raised by the feminist movement. Focus will be on current philosophical issues with selections from Mill and de Beauvior also included. Interim.

218. Advanced Introduction to Philosophy: Problems in Knowing, Being and Acting.
May be taken as either a second course in philosophy or as a first course by sophomores, juniors and seniors. Lectures, readings, and discussions will explore problems of knowing and being as treated by Plato, Aristotle, St. Augustine, Hobbes, Immanuel Kant, William James, and Martin Heidegger. Spring term.

223. History of Philosophy: Ancient Philosophy.
An exploration beginning with Homer of the Greek sensibility as the beginning of Western culture and as it relates to contemporary thought. Discussion will center on selected works of Homer, Parmenides, Heraclitus, Plato, and Aristotle. Fall term.

224. History of Philosophy: Medieval Philosophy.
An exploration beginning with Dante of Medieval consciousness in its attempt to unify the Greek and Judeo-Christian traditions. Basic issues such as faith, philosophy vs. theology, the existence of God, revelation, and mysticism will be discussed as they appear in selected writings of Augustine, Anselm, Bonaventura, and Aquinas. Spring term.

225. History of Philosophy: From Descartes to Kant.
Readings, lectures, and discussions in the philosophy of the seventeenth and eighteenth centuries. The philosophers considered include Descartes, Hobbes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant. Open to juniors and seniors or to others who have completed a freshman seminar or an introductory course in philosophy. Not offered in 1974-75.

226. History of Philosophy: The Nineteenth Century.
An exploration of the origins and developments of Existentialism and Marxism as seen through selected writings of Hegel, Schopenhauer, Marx, Kierkegaard, Nietzsche, and Freud. Not offered in 1974-75.

230. Law and Morality.
The seminar will consider whether or not legal interference with behavior which is, by certain standards, immoral, is justifiable. Current philosophical, religious, and legal literature addressed specifically to this question will be discussed. Specific areas of conduct over which this question arises and which may be considered: birth control; abortion; polygamy; censorship of obscene speech, literature, and films; prostitution; adult sexual relations; suicide and euthanasia. A related concern is that of the rights of the state with regard to the individual whose moral or religious conscience puts him into conflict with state directives. The legitimacy of civil disobedience, conscientious objection and selective conscientious objection is at issue. Spring term.

232. Contemporary Ethical Theory.
The student will be presented with several different accounts (theological, naturalistic, emotive, analytic, etc.) of the nature and validity of ethical judgments. Current contributions of ethical philosophers to social issues will be selected for discussion. Open to juniors and seniors or to others who have

completed a freshman seminar or an introductory course in philosophy. Spring term.

234. Seminar: Kierkegaard.
The course will have a two-fold purpose: 1) a critical analysis of Kierkegaard's thought, and 2) a presentation of the instructor's alternative view which suggests the primary difficulties in Kierkegaard's Christianity. Topics of central concern will be existence, language, truth, and love. Prerequisites: two courses in philosophy and/or religion, or permission of the instructor. Spring term.

236. Seminar in Existential Philosophies of Art.
Intensive study and discussion of the theories of art proposed by such existential philosophers as Nietzsche, Sartre, Camus, and Heidegger. Spring term.

251. Philosophy of Art.
Readings, lectures, and discussions on philosophical problems raised by the arts. Among the concepts critically examined are art, creativity, beauty, truth, and standards of judgment. Not offered in 1974-75.

254. Philosophy of Religion.
A critical consideration in lectures and discussions of philosophic approaches to religious experience and concepts. Among the topics considered are the religious experience, the existence of God, morality and religion, art and religion, and the truth of religion. Fall term.

257. Contemporary Philosophy.
A seminar on selected readings from twentieth century philosophers and their relation to the most significant trends of philosophic thought. Open to juniors and seniors or to others who have completed a freshman seminar or an introductory course in philosophy. Not offered in 1974-75.

259. Existentialism.
An exploration beginning with Dostoyevsky's *Notes from the Underground* of the existential philosophies through selected writings of Dostoyevsky, Kierkegaard, Nietzsche, Jaspers, Tolstoi, Camus, Sartre, and Heidegger. Fall term.

261. History of Ethical Theory.
An examination of the historical development of ethical theory from Plato and Aristotle to John Dewey. The relation of ethical theory to metaphysics and politics will be examined. Lectures, readings, and discussions. Fall term.

272. American Philosophy.
The course is concerned primarily with the thought of the men who constitute the so-called classic American philosophers: Royce, Peirce, James, Dewey, and Santayana. Open to sophomores who have completed one other course in philosophy. Not offered in 1974-75.

283. Asian Philosophy.
Philosophical, social, and religious ideas of the Asian peoples as expressed in their great books and manifested in modern intellectual movements. Lectures and extensive reading of classics in English translation. Prerequisite for sophomores: Permission of the instructor. (See also Black Studies.) Each term.

290. Concept of the Artist in German Philosophy and Literature.
A seminar involving intense reading and discussion of Kant, Hegel, Schopenhauer, Nietzsche and Mann. Emphasis will be placed on student involvement through discussion and short papers. Not offered in 1974-75.

302. Seminar: Immanuel Kant.
An intensive examination of certain parts of *The Critique of Pure Reason*. Some attention will also be given to the sources of the Kantian problems as well as the ethical writings. Spring term.

392. Historical and Philosophical Perspectives on American Literature, 1919-1941.
The intellectual and social history of the United States between the two World Wars as reflected in literature of the time. Books are examined both for their historical and philosophical content. Writers studied may include Sherwood Anderson, Ernest Hemingway, William Faulkner, John Dos Passos. Not offered in 1974-75.

501, 500, 502. Independent Study.
Each term and Interim.

603-604. Tutorial.
Each term.

Religion

115. The Relevance of the Old Testament.
An historical and critical study of the literature of the Hebrew Scriptures with an analysis and evaluation of their literary forms, institutional structures and historical systems and values; special attention will be paid to the relevance of the ethical values to modern society. Spring term.

151. The Comparative Study of Religion.
A phenomenological examination and comparison of some of the major themes and categories in the religious thought of East and West. Topics such as ultimate reality, man, history, salvation, knowledge will be studied. Spring term.

155. Introduction to Religion in the West.
An examination of the beliefs and practices of the various traditions of Judaism and Christianity. Attention will be given to Scriptural foundations, historical development, and the encounter with modern culture. Prerequisite for freshmen: Permission of the instructor. Not offered in 1974-75.

157. World Religions I.
A study of the major characteristics of the religious traditions of the world. Particular attention will be given to the Eastern religious traditions of Hinduism and Buddhism. Consideration will be given to the primitive rites of man as well as to "revealed religions" such as Islam, Judaism and Christianity. Included will be an attempt to become familiar with the various disciplines and methods involved in scholarly investigation of religious phenomena. Fall term.

158. World Religions II.
Post Biblical Judaism and its relationship to Christianity and Islam. Not offered in 1974-75.

162. The Prophetic Literature.
An intensive study of the Hebrew Prophets, their lives and messages, together with the historical and contemporary impact each has had. Careful attention is given to the phenomenon of prophecy in ancient and modern forms, using a variety of approaches and authorities. Prerequisite: course in Old Testament or in New Testament or major in department or permission of instructor. Not offered in 1974-75.

184. The Development of the Black Church.
The development of the Black church in America with particular emphasis on the evolutionary process from the invisible Black church to the organized Black church. The major socio-political implications of the Black church as expressed by its most important provocateurs will be examined. The major figures to be studied in context will be: Nathaniel Turner, Edward Wilmot Blyden, Absalom Jones, Richard Allen, David Walker, and Bishop Henry McNeal Turner. Also a brief look at the African heritage embodied and preserved in the Black church via style of worship, and the spirituality expressed through the medium of music. (See also Black Studies.) Not offered in 1974-75.

342. Modern and Contemporary Christian Thought.
A study of the development of Christian theology from the Enlightenment to the present, including such writers as Kant, Schleiermacher, Kierkegaard, Barth, Bultmann, Tillich, and Niebuhr. Open to sophomores with permission of the instructor. Not offered in 1974-75.

345. Religious Ethics and Modern Thought.
An examination of the interaction between religious ethics and modern thought, focusing on contemporary theories of the self, the problems of ethical objectivity and decision-making, and selected issues in social ethics. Not offered in 1974-75.

501, 500, 502. Independent Study.
Each term.

Physical Education

192. Child Learning Through Movement Performance.
A course designed to analyse and experience movement as it relates sequentially from children to adults. Course materials will consist of theories of development, perceptual motor learning, tension control techniques, teaching methods, and pyscho-social aspects of play. Spring term.

290. Movement Components in the Open Classroom.
Will provide a mechanism for student observation, interaction, and teaching in local schools. Movement components will include activities such as ball handling, parachutes, and locomotor skills. Prerequisite: Physical Education 192 and permission of instructor. Interim.

Sports

111. Archery and Bowling.
Basic skills and techniques will be taught through the analysis of body movement, scientific and mechanical principles, and their implications to the particular sport. ½ course. Spring term.

114. Fencing.
Footwork and foil work skills essential to a fencing bout will be studied. The concept of strategy is emphasized relative to skill level and performance of movement and coordination patterns. ½ course. Spring term.

115. Golf.
Knowledge of golf techniques and skills; strategy of the game. ½ course. Not offered in 1974-75.

117. Racket Techniques—Tennis, Badminton, Paddle Tennis.
Skills, strategies, rules, and concepts essential to racket games with special emphasis on badminton and tennis. Participation in and observation of each sport is essential. ½ course. Each term.

119. Skiing—Conditioning and Techniques.
Exercises designed to improve overall physical fitness and endurance with special emphasis on knee and leg strength. Basic concepts of skiing techniques through the use of turf skis and dry-land skis. ½ course. Fall term.

121. Self-Defense.
Introduction to the Oriental art of self-defense with special emphasis on falls, throws, and escape techniques appropriate for use by women. ½ course. Not offered in 1974-75.

123. Tumbling and Floor Exercise.
Basic skills and progressions of stunts and tumbling. As skills are acquired, emphasis will be on the development of a floor exercise routine which combines tumbling with ballet and aerial skills. Body control will be stressed. ½ course. Not offered in 1974-75.

136. Basketball—Softball.
Basic skills and techniques will be taught with emphasis on team tactics and strategy relevant to being a participant as well as a spectator. ½ course. Not offered in 1974-75.

151. Swimming—Aquatic Skills.
Emphasis on swimming and safety skills in water environment leading to further participation in aquatic activities as sailing, boating, canoeing, water skiing, surfing, and skin and scuba diving. ½ course. Fall term.

155. Life Saving and Water Safety Instructors.
(American Red Cross.) Skills leading to safety in and on the water in order to care for one's self and the rescue of others. Methods of teaching swimming skills to others with emphasis on safe and skillful conduct in water activities. ½ course. Each term.

218. Intermediate and Advanced Tennis.
Emphasis will be upon the volley, advanced serves, lob, overhead smash, half volley, drop shot, drop volley, and slice. Practices and matches will be played incorporating these strokes into each student's game concept. Prerequisite: Physical Education 117 and permission of the instructor. ½ course. Each term.

254. Gymnastics.
Introduction to skills and techniques involved in trampoline work and the balance beam. Emphasis on body control and balance. Skills taught according to progressive difficulty. Prerequisite: Physical Education 123 and permission of instructor. ½ course. Not offered in 1974-75.

Dance

141. Introduction to Modern Dance.
For beginners. Course will include elementary technique, improvisation and simple problems in composition based on the elements of dance (space, time and force). Stress will be on the communicative aspects of dance movement. ½ course. Fall term.

143. Modern Dance.
For intermediates. Intermediate technique, improvisation and choreography. ½ course. Fall term.

146. Dance in Society.
Will deal with the relationships of dance to the societies from which it developed historically. It will raise such questions as: what function does it serve, why certain styles developed, when and where they did, what is the relationship of dance to other arts, what effect does dance have on society? Spring term.

190. Avant Garde Performing Arts.
After a brief introduction by each instructor of some of the esthetic principles of contemporary artists, the class will experiment in each of the disciplines, creating their own work of art, with a view toward informal performance. Criteria for critical judgment will derive from the concrete experience of creating and performing music, theatre and dance in a contemporary idiom and style. Previous experience in music, theatre and dance is not required. Students interested in film, poetry, and technical aspects of theatre are also welcome. Interim. Not offered in 1974-75.

501, 500, 502. Independent Study.

Political Science

Major Requirements:
12 courses in political science, including the tutorial. All majors must take Political Science 211 plus four of the following five 100-level courses: Political Science 101, 103, 104, 105, 108.

101. American Political Processes.
This course provides an introduction to the major elements of American politics: political parties, interest groups, decision-making bodies, and constitutions. These elements will be viewed in the context of present and predictable future forces of change operating in American society, and the demands which societal change is placing and will place upon the structure and operations of political institutions. Fall term.

103. Introduction to Comparative Politics.
The course is an introduction to the comparative approach as it applies to political science. Surveyed are some of the basic empirical theories of the discipline such as functionalism, modernization, stratification, and the institutional approach. Examples are drawn from contemporary political systems including industrial and non-industrial politics such as Europe, the United States, Latin America and Africa-Asia. Emphasis on how valid generalizations of political phenomena can be drawn from widely differing political systems using contemporary theories. Fall term.

104. International Relations.
The aim of this course is to describe and explain the behavior of states in their relations with each other. The principal questions asked deal with the motivations and objectives of states, the methods used to pursue objectives, and the conditions limiting the pursuit of objectives. Spring term.

105. Introduction to Political Thought.
An introductory exploration of the fundamental normative questions of politics. It will examine the various methods of political thought and especially the range of solutions to the problems of authority, obedience, freedom, equality and justice in such

theorists as Hobbes, Locke, Rousseau, Burke, and Marx. Fall term.

108. Political Behavior.
An examination of patterns of political socialization, political attitudes, and types of political participation (from voting to violence) in the U.S. Emphasis will be placed on differences in political learning, attitudes, and behavior which are due to sex, ethnicity, and social class. Spring term.

190. Introduction to Urban Planning.
This course is designed to give students an overview of the planning profession. Topics include the historic development of cities and urban planning, planning and public action, contemporary planning issues, and planning tools. Lectures will be supplemented by visits to local planning agencies and planning landmarks in the Pittsburgh area. In addition, students will participate in playing CLUG, an urban heuristic game. Interim.

200. Civil Rights of Women.
A study of the evolving Constitutional rights of American women through an examination of recent federal and state laws and court decisions. Particular consideration will be given to the "Due Process" and "Equal Protection" Clauses of the Fourteenth Amendment, the Civil Rights Act of 1964, and the proposed Twenty-Seventh Amendment as each relates to: employment, abortion, family planning, jury service, public assistance, and legal status. No previous courses in Political Science are necessary, and non-political science majors are especially encouraged to enroll. Interim.

201. The American Judicial Process.
This course examines the politics, processes and policies of the American legal system. The operations and characteristics of state and federal trial courts, court officials, and correctional institutions will be examined both through literature and through field observation. Court policy-making will be related to contemporary problems of political justice. Prerequisite: Political Science 101 or permission of the instructor. Fall term.

202. Civil Liberties.
An exploration of the evolving meaning and scope of individual rights which are protected by the U.S. Constitution. This will be done through an analysis of court decisions and through application of legal principles to hypothetical fact situations. Prerequisite: Political Science 201 or permission of the instructor. Spring term.

204. Political Parties and Interest Groups.
A study of American political parties and interest groups as organizations in American society which influence and structure public attitudes and governmental operations. Special attention will be devoted to changing patterns of organization and function in parties and interest groups, and the implications of such changes for government and society. Prerequisite: Political Science 101 or permission of the instructor. Not offered in 1974-75.

205. Comparative Political Development.
This course will be concerned with the political process in the non-western world, i.e., the "developing" nations of Africa, Asia, and Latin America. Considerable emphasis will be placed on the theories of political development as well as an examination of various polities ranging from pre-industrial states to contemporary independent nations. Topics covered will include the types of political organizations, their role in the politics of new states, problems and types of leadership including charismatic, bureaucratic, political, and military. Finally, the course will examine the phenomenon of social change including revolution in all its various aspects. Prerequisite: one 100-level course in Political Science or permission of the instructor. (See also Black Studies.) Not offered in 1974-75.

206. Aspects of Modern Democratic Thought.
This course will examine various areas of debate in contemporary democratic thought. Starting with an examination of various structural definitions of democracy, the course will proceed to examine current debates on what is the meaning of justice, freedom, legitimate authority, and obligation in a democracy. Prerequisite: Political Science 105 or permission of the instructor. Spring term.

207. Western Political Thought I.
A critical examination of the chief political philosophers from Plato to Machiavelli. Included will be a survey of the origins of political thought in Greek philosophy, the new dimensions of community in Stoic and Roman thought, and Machiavelli and the new study of politics. Prerequisite: Political Science 105 or permission of the instructor. Fall term.

208. Western Political Thought II.
A survey and analysis of major political thinkers from Hobbes to Marx. The development of liberal thought is given special emphasis. Prerequisite: Political Science 105 or 207 or permission of the instructor. Spring term.

209. Comparative Marxist Thought.
A critical examination of classical Marxist thought and of those theorists who have extended, reinterpreted, or revised Marxist thought. Special attention will be devoted to interpretations of Marxist philosophy of history, structure of societies, interpretations of revolution and Marxist Humanism. Prerequisite: Political Science 105 or 207 or 208 or by permission of the instructor. Not offered in 1974-75.

211. Methods of Political Research.
An introduction to the logic of social inquiry, research design, and methods of data collection used in behavioral political and social research. Topics to be covered include experimental and ex post facto research design plus techniques of surveys, observation, simulation, and content analysis. Students will construct their own survey research designs. Prerequisite: one 100-level course in Political Science or Sociology-Anthropology. Fall term.

212. Elementary Statistics and Computer Analysis in Political and Social Research.
An introduction to elementary applied statistics and computer data analysis as used in behavioral political and social research. Students will collect survey research data from their own empirical research projects, and analyze this statistically using pre-packaged computer programs. Prerequisite: Political Science 211 or Sociology-Anthropology 207. Spring term.

216. Urban Politics.
An examination of the political organization and political processes in metropolitan areas in the U.S. Topics include the role of the city in the federal system, metropolitan reorganization, the political structure of cities and suburbs, party organization and interest groups in urban areas, electoral behavior, and community power structure. The nature of the urban crisis in America and public policy proposals to solve the crisis will also be discussed. Prerequisite: one 100-level course in Political Science or permission of the instructor. Fall term.

225. United States Foreign Policy.
An ends-means analysis is used to describe and explain American foreign and military policies. The topics emphasized in the course are the ends sought by the nation, the means available and utilized in the pursuit of these goals, the limitations imposed upon the nation, and the extent of agreement on ends and means with other nations. Prerequisite: one 100-level course in Political Science. Not offered in 1974-75.

228. Public Administration.
A basic course which seeks to explore the "science" of public administration. The concept of bureaucracy is explored in detail with a view towards defining its role in the modern state system. Different types of civil services will be studied such as the United States, Britain, Continental Europe and the bureaucracies of new nations. Prerequisite: one 100-level course in Political Science. Not offered in 1974-75.

229. Public Opinion and Propaganda.
This course involves an examination of the dynamics of opinion formation and techniques of political persuasion in contemporary society. Of particular interest will be the role of the mass media, advertising, and public opinion polls in influencing people's perceptions and behavior. Prerequisite: Political Science 108. Fall term.

312. Congress and the Presidency.
A study of the interrelationships between the

modern Presidency and Congress, stressing contemporary forces and personalities straining and changing the relationship in a period of unparalleled institutional crisis. Prerequisite: Permission of the instructor. Spring term.

501, 500, 502. Independent Study.
Each term and Interim.

603-604. Tutorial.
Each term.

Psychology

Major Requirements:
12 courses, including the tutorial. Students majoring in psychology are required to take the following courses: Psychology 101, 102, 109, 110, which prospective majors should complete by the end of the sophomore year; 211, 302, 603, and 604. Note that one course unit in 503, 504, or 505 may be substituted for 302. In addition, majors must choose one psychology course from each of the following three groups: Group A: 121, 122, 123, 124; Group B: 131, 132, 133; Group C: 141, 142, 144. Courses in Groups A, B, and C have both lecture sections (1 course) and laboratory sections (½ course). Lecture sections may be taken for credit without laboratory; laboratory sections must be taken concurrently with lecture sections. The course from Group A must include the laboratory section. At least one course from Groups B and C must include the laboratory section.

Unless otherwise noted, Psychology 101 and 102 are prerequisite to all other courses for majors. Prospective majors are urged to complete Psychology 109 and 110 in the freshman year and 211 and at least one laboratory course in the sophomore year.

The following courses are especially valuable foundations for graduate study in psychology: Mathematics 107, 102, 221, 222, 251 and 252. (Physics I and II); Biology 143, 144, 201, 204, 241; Chemistry 103, 205.

Students not majoring in psychology may take the lecture section of any course, provided they have had Psychology 101 or its equivalent. Generally, the laboratory sections of advanced courses have Psychology 102 as prerequisite, but non-major students who have not completed Psychology 102 may seek the permission of the instructor to enter the laboratory section of an advanced course.

101. General Psychology.
An introduction to the scientific study of behavior with emphasis on the origins of behavior, learning, sensation and perception, social influences, physiological factors, individual differences, personality, and adjustment and maladjustment. Three hours of lecture and one hour of discussion, weekly. Each term.

102. Advanced General Psychology.
Lectures and experiments on selected problems in human and animal learning, perception, problem solving, motivation, and social behavior. Three hours lecture, four hours laboratory, weekly. Prerequisite: Psychology 101. 1½ courses. Each term.

109. Elementary Statistics.
Designed primarily to introduce psychology majors to an essential research tool. Introduction to frequency distributions; probability models; descriptive indices of central tendency, variability, and association; inferential statistics including "nonparametric" techniques; partitioning of variance. Concurrent registration in 110 required. Prerequisite: 102 previously or concurrent; upperclass students may register with permission of instructor. Each term.

110. Quantitative Methods Laboratory.
Instruction and practice in methods of data reduction and calculation. Construction of tables and graphs, calculation from graphs, use of slide rule, desk calculators, computers; introduction to computer programming. Prerequisite: 109 or equivalent previous or concurrent. ½ course. Each term.

183. Black Psychology.
An examination of the theories of motivation

learning, conditioning and behavior of the Black American. An attempt will be made to isolate and discuss basic adjustment problems, patterns of self-perception and the perception of others, negative as well as positive personality traits. Students will be exposed to the work of prominent theoreticians, psychologists and psychiatrists. Two hours of lecture and one hour of discussion weekly. Fall term.

190. Introduction to Computer Science.
A study of the basic logic and components of a digital computer system. Emphasis will be placed on on-line computer programming using the BASIC programming language. Each student will be expected to develop some proficiency in programming and to complete a computing project in her field of interest. No background in science/mathematics will be assumed. Interim.

211. Research Design.
An examination of experimental and survey design procedures, sampling and control methods, and appropriate parametric and nonparametric instruments. Required of all majors. Prerequisite: Mathematics 110 or equivalent. Fall term.

221. Learning: Basic Processes. (Group A.)
Lecture. Empirical research and theories concerning basic learning processes in animals and humans. The course deals with classical and instrumental conditioning, extinction, generalization and discrimination, as well as the role of motivation, reward and punishment, and other task variables affecting performance in learning tasks. Fall term.

221A. *Laboratory.*
Animal and human experiments are conducted to familiarize students with the methodology and analysis of research in learning. ½ course. Fall term.

222. Human Learning, Memory, and Cognition. (Group A.)
Lecture. An overview of empirical research and theories concerning verbal learning, attention, memory, transfer, problem solving, and thinking. Spring term.

222A. *Laboratory.*
Designed to familiarize students with the methodology and analysis of research in human learning. Both replications of existing studies and original experiments are performed. ½ course. Spring term.

223. Perception. (Group A.)
Lecture. An examination of perception as an information-extraction process, with emphasis on classical and contemporary methods, data, and theories. The relation of perception to motivation, learning, and cognition will be considered. Fall term.

223A. *Laboratory.*
Experiments and demonstrations of the major perceptual phenomena will be performed by the students. Possible research areas include threshold phenomena; form, space, motion, and social perception; the effects of set, motivation, learning and context on perception; and individual differences in the perception of any of the preceding perceptual phenomena. ½ course. Fall term.

224. Motivation. (Group A.)
Lecture. A survey of the concepts and data related to the arousal and direction of behavior. Spring term.

224A. *Laboratory.*
Experiments with humans and other animals on the factors controlling activity, productivity, choice, and aspiration. ½ course. Spring term.

231. Social Psychology. (Group B.)
Lecture. A survey of human and animal behavior in social context. Prerequisite: Psychology 101, 102 or Sociology-Anthropology 101. Fall term.

231A. *Laboratory.*
Field studies and laboratory experiments on behavior in social situations. ½ course. Fall term.

232. Personality. (Group B)
Lecture. A survey of modern research literature on complex individual differences, to illustrate concepts, types of problems and methods, and their relevance to extant "theories" of personality. Spring term.

232A. *Laboratory.*
Laboratory and field studies to examine the effects of individual characteristics on various aspects of behavior. ½ course. Spring term.

233. Behavioral Pathology. (Group B.)
Lecture. A study of definitions of normality and abnormality, functional and organic syndromes, theories of causation and of procedures for the diagnosis and modification of disturbed behavior. Each term.

233A. *Laboratory.*
Clinical case demonstrations, films, tapes, and institutional visits are combined with individual projects relating to work with disturbed individuals and their families. Non-majors must obtain the consent of the instructor to register for the laboratory. ½ course. Each term.

241. Physiological Psychology. (Group C.)
Lecture. The basic principles of brain structure, organization and function; the interdependencies between the nervous and the endocrine systems; and the fundamental relationships between brain and behavior. Prerequisite: Biology 201, 202 or Psychology 101, 102. Fall term.

241A. *Laboratory.*
Basic surgical techniques for electrode implant and other operations, brain dissection and slide preparation. Rats will be physiologically manipulated and the resulting behavior observed. ½ course. Each term.

242. Principles of Child Development. (Group C)
An overview of psychological development from birth through adolescence. Fall term.

243. Critical Problems in Developmental Psychology.
An advanced laboratory-seminar. Experimental research projects on special topics in developmental psychology. Prerequisite: Psychology 242. Spring term.

244. Behavior of Animals. (Group C.)
Lecture. An examination of the basic principles of animal behavior with an emphasis on specific topics such as aggression, overcrowding, social behavior, social organization, and communication. Spring term.

244A. *Laboratory.*
Observation and experimentation with a variety of species including primates, rodents, reptiles, and insects in natural, semi-natural, and laboratory environments. Restricted to 10 students, with seniors having preference over juniors, and juniors over sophomores, etc. ½ course. Spring term.

251. Tests and Measurements.
A study of the principles and major concepts of psychological and educational testing; a systematic coverage of various types of tests in current use in psychological work. Laboratory work will be integrated with the course. Spring term.

302. Seminar.
Course varies from year to year, emphasizing areas of importance in contemporary research. Relevant current literature stressed. Local resource persons and research facilities are utilized. Required of junior psychology majors. Major emphasis is on preparation of plans for tutorial research. Non-majors may register with the consent of the department. Spring term.

350. History of Psychology.
Main trends in the history of the science as revealed in the development of major research problems. Fall term.

352. Special Topics.
Lectures and discussions designed to cover in depth topics of interest to students and faculty which are not adequately covered in other courses. The instructor and topic will be different each time the course is given. Students may request individual faculty members to use this course for a topic which they suggest. Each term and Interim.

501, 500, 502. Independent Study.
Each term and Interim.

503, 504, 505. Individual Research in Psychology.
Intensive study of a specific research problem by

survey of literature, data collection, data analysis, with the supervision and collaboration of a faculty member and possibly in collaboration with other students who are working on the same problem or related ones. Minimum registration: one term or Interim; repeated registration to a total of three units permitted. Psychology majors may substitute this course for Seminar (302); it is ideal preparation for tutorial work in Psychology. Prerequisites: At least one laboratory course in addition to 102, prior consultation with instructor, and instructor's permission. Each term and Interim.

603-604. Tutorial.
Each term.

Sociology-Anthropology

Major Requirements:
11 courses in sociology-anthropology, including the tutorial. Students majoring in sociology-anthropology are expected to take the following as part of their program: Sociology-Anthropology 101, 103, 104, 207, and any of the following: Mathematics 110, Psychology 109, or Political Science 212, and the tutorial. Majors are also expected to take any two courses on the history of sociological or anthropological theories (Sociology-Anthropology 215, 216) or an acceptable substitute (e.g., Political Science 207, 208; Economics 321; Philosophy 223, 226) and two electives in the Department.

The department's purpose is to expand, deepen, and demystify the student's comprehension of behavioral science. Its particular emphasis is socio-cultural behavior, focusing on the varieties, regularities, and changes of socio-cultural systems in space and time. The department has special interest in urban-dominated Euro-American and Third World ways of life.

The major program is designed to provide thorough grounding in the interaction of socio-anthropological theory and substantive areas of sociology and anthropology, familiarity with the concepts and techniques of research strategies, and verification of theory in behavioral science. Students in sociology-anthropology are strongly urged to acquire as broad as possible a background in social science and are encouraged to take courses in the areas of political science, history, psychology, and economics.

Students who intend graduate study in sociology and anthropology should bear in mind that a reading knowledge of two foreign languages, normally French and German, and familiarity with quantitative methods of data analysis, may be required for graduate study.

001. Freshman Seminar: Knowledge for What?
Questions on the human uses of social and behavioral science. The main idea is to articulate, study and discuss one or more questions about our world now, concerning processes such as social genders, races, ethnicities, classes, poverty, international underdevelopment, population, environments, schooling, violence, activisms, and our responsibilities to the people we study. The outcome, beyond the selected focus, should be ideas and projects of the student's own which can be carried out in later courses. Fall term.

101. Introduction to Sociology.
Major sociological approaches to urban-industrial society; cultural analysis; status and role analysis; interactional analysis; analysis of complex organizations; social system analysis. Fall term.

103. Early Persons and Culture.
Examination of processes and evidence of the organic evolution of man. The evolution of culture from the Old Stone Age to the initial phases of the urban revolution. Introduction to anthropological concepts of cultural processes. Fall term.

104. Introduction to Social and Cultural Anthropology.
Study of the nature of socio-cultural processes and their interpretation, with particular emphasis on the understanding of man to be derived from the comparative study of contemporary primitive cultures. Sociology 103 recommended but not prerequisite. Spring term.

112. Peoples and Cultures of the World.
A survey of populations or "races" of the world for non-majors and majors; question of the "races" of

man. Survey of major socio-cultural regions of the world (e.g., Mid-East, Sub-Saharan Africa, South America). Attention to teaching about other ways of life in primary and secondary education. Spring term.

120. American Women from a Sociological Point of View.

This course will attempt to apply basic sociological concepts to information about women from a variety of sources (studies, novels, census reports, etc.). Sample topics might be "psychological effects of women's roles," "differential socialization of men and women," and "role complementarity vs. role incongruity." Fall term.

122. Organizations in Modern Society.

Case studies of the types of organizations characteristic of Western industrial society. Each student will select an organizational area in which to focus her reading. The specific areas will include: educational, governmental, military, health, correctional, and religious. Special attention to the problems of bureaucracy and of total institutions in modern society. Prerequisite: One course in sociology-anthropology or in political science or permission of the instructor. Not offered in 1974-75.

124. Social Movements.

An examination of a variety of theoretical models for the study of social movements such as: Marx, Dahrendorf, Smelser, Kornhauser, Johnson and others. Historical and current case studies from various socio-cultural settings will be discussed. Prerequisite: One course in sociology-anthropology or in political science or permission of the instructor. Fall term.

126. Inequality in American Society.

A review of theories to account for institutionalized inequalities in American society. Emphasis will be placed on the consequences and evidence of stratification. The interaction of class and race memberships will be studied. Spring term.

127. Anthropology of the Afro-American.

Course is to be a study of the "myth of the Negro past" and of major myths, facts, and trends that comprise the Black experience in the Americas. Emphasis on the work of Black scholars and/or anthropologists. Also focus on Africa. Spring term.

134. "Primitive" Social Organization.

The web of interpersonal relationships arising from marriage, and from descent reckoning. An overview of the adaptive and maladaptive group expectations that ensue from the bonds of kinship in all human societies. Prerequisite: Early Persons and Culture and/or Cultural Anthropology. Not offered in 1974-75.

141. Political Anthropology.

Study of the emergence and operation of varieties of processes of power in relation to organized control, aggression, cooptation, insecurity, alienation, and change. Familistic, gerontocratic, chiefly and state organized regimes. Particular emphasis on questions of the pathways and functions of class and state formation, their interplay and transformations. Prerequisite: Sociology-Anthropology 103 or 104. Not offered in 1974-75.

143. Peoples of Asia I: East Asia.

Developmental processes and variations in cultures of China, Japan, Korea, Tibet, Mongolia, and Siberia. Recommended: Anthropology 103, 104, or Sociology 101. (See also Black Studies.) Not offered in 1974-75.

144. Peoples of Asia II: South and Southeast Asia.

Developmental processes and variations in cultures of India, Ceylon, mainland Southeast Asia and Indonesia. Recommended: 103, 104, or 101. (See also Black Studies.) Not offered in 1974-75.

145. Urban Anthropology.

Central places for the coordination of the economy, power, ideology and entertainment. An anthropological perspective on the pathways, requirements and consequences of urbanism, with particular emphasis on the role of proletariats and sub-proletariats inside and outside of urban centers. The research of anthropologists in cities. Prerequisite: Sociology-Anthropology 103 or 104. Not offered in 1974-75.

146. Comparative Religion: Anthropology of Ritual and Belief.
Socio-cultural analysis of religion. Comparison and contrast of ceremonial and ideology among "primitive" and "advanced" cultures. Religious change and conservatism. Prerequisite: Sociology-Anthropology 101, 103, 104 or permission of the instructor. Fall term.

147. Comparative Institutions: A Research Seminar.
Cross-cultural study of problems in ecology, familism, stratification, political anthropology, ideology, on a more intensive basis than 103 or 104. Prerequisite: Sociology-Anthropology 103, 104, or permission of the instructor. Not offered in 1974-75.

148. Marriage and the Family From a Feminist Point of View.
A reappraisal of previous research and exploration of new research on marriage and family with special attention to the interaction of structure and myth and its consequent dysfunction for individuals. Spring term.

150. Revitalization Movements.
Studies of organized efforts by members of culturally distinguishable groups, mainly in colonial areas, to change their situation. Prerequisite: Sociology-Anthropology 101, 104, or permission of the instructor. (See also Black Studies.) Interim. Not offered in 1974-75.

183. Black Women in American Society.
A study of the changing role of the Black woman in American society. Included will be an overview of the societal organization and its effects on the expectations held for the Black woman. (See also Black Studies.) Not offered in 1974-75.

207. Methods of Social Research.
A survey of basic techniques for the acquisition and treatment of sociological data. Basic concepts, the interrelation of theory and research, research design, sampling, problems of measurement, methods of data collection, analysis and interpretation of data will be discussed. Field project connected with the respective themes will be conducted. Prerequisite: One course in sociology-anthropology or in political science, or permission of the instructor. Fall term.

215. Classical European Theories and Theorists in Sociology.
Study of the foundations of modern sociological theory, including writings of Marx, Weber, Durkheim and Simmel. Consideration of the intellectual context of the writers, and of the consequences of their work for contemporary sociology. Prerequisite: one course in sociology-anthropology or in political science. Spring term.

216. American Sociological Theories and Theorists.
Study of the development of sociological theories in the United States, including writings of Cooley, Mead, Park and Sorokin. Consideration of trends in contemporary theory and of the continuing interaction of theory and research in American sociology. Prerequisite: one course in sociology-anthropology or in political science, and Sociology-Anthropology 215, or permission of the instructor. Fall term.

228. Deviance and Social Control.
The main topics will be the various theories which have attempted to explain why people break the norms of a social system and to explain the societal reaction to this breaking of the norms. This course will be run as a seminar. Each student will be assigned a book, articles, etc., on the basis of which she will make an oral presentation. Prerequisite: Sociology-Anthropology 101 or permission of the instructor. Spring term.

236. Development of Anthropological Theory: 18th Century to the Mid-20th Century.
An examination of the development of anthropological theory out of the intellectual context of the 19th century, focusing on the anthropological formulation of the concepts of "society" and "culture." Readings will include original theoretical works and classic ethnographies. Historical, comparativist and functionalist perspectives will be considered, as well as certain substantive issues which have served as foci

of theoretical controversy. Prerequisite: Sociology-Anthropology 103 or 104 or permission of the instructor. Not offered in 1974-75.

501, 500, 502. Independent Study.
Each term and Interim.

603-604. Tutorial.
Each term.

Program Areas

(See also Departmental Areas)

Administration and Management

A student pursuing the Administration and Management Program is expected to attempt to achieve the following: the ability to write and speak lucidly and succinctly and to convey ideas in a rigorous and interesting manner; an understanding of people, their motivations, and their typical interaction in groups in particular institutional settings; an understanding of the function and nature of different types of human organizations; an understanding of the nature of law and morality in regulating and guiding human decision and action; an understanding of mathematics as a mode of thought and the ability to use it as an aid in decision-making; a familiarity with the methods and concerns of science and its applications in technology; a grasp of what the computer can and cannot do, its assistance in teaching students to analyze a problem and plan logical solutions, and its uses in management as a decision-making tool; a knowledge of the basic features of the American economic system and an understanding of basic principles of finance, financial analysis, and financial records; an understanding of the changing roles of women in American society; the ability to project alternative strategies of action and to think logically and realistically in planning and making choices.

The program in Administration and Management centers on the processes by which organizational decisions are made and on the allocation of resources, both human and financial, for the purpose of implementing these decisions. Because administration and management involve policy making and allocation of resources, they are essential to the effective functioning of virtually all organizations, whether public or private, profit or non-profit. Such decision-making activities require a wide range of intellectual and analytical skills.

Students completing the program will be prepared to begin careers in administrative and management positions in a wide variety of institutions and organizations, or to pursue graduate study. The aim of the program is to provide the foundations for future professional employment ranging from work in corporations to the management of service agencies. It intends to avoid limiting students to a few technical positions in the business world. The program emerges from the liberal arts fields with the object of preparing women students to deal with change and to aspire to leadership roles in decision-making positions.

Major Requirements:

Requirements for a major in Administration and Management are tentative and subject to review and possible alteration by the coordinator of the program in consultation with the Curriculum Committee and the faculty.

The program in Administration and Management can be pursued either as a multidisciplinary program major, or in conjunction with a departmental major.

As a multidisciplinary program major, the student would complete 18 units, including the tutorial and a field experience or internship. The 18 units would consist of the 14 core courses, or the equivalent competencies, plus an additional four units chosen from one of the tracks listed below under corollary courses. Students can fulfill these requirements by demonstrating equivalent competencies or by proposing other new or existing courses as substitutes.

A student pursuing another major would complete 9 core courses as indicated in Section II below and a tutorial on a topic related to the management program in the major department.

Core Courses:

(Course descriptions appear under departmental offerings.)

Section I

History 203. Past, Present and Future.

English 104. Expository Writing II.

At least one semester of work in college-level natural science, especially:

Chemistry 102. Contemporary Topics in Chemistry, or **Biology 127. Biological Effects of Water Pollution.**

History 138 or 139. Role and Status of Women in Historical Perspective, or **Sociology 120. American**

Women from a Sociological Point of View.

Philosophy 119. Logic.

Section II

The following courses are required of students who wish to combine the management program with another major. Philosophy 119 may be substituted for Mathematics 107 or 108 or Computers and Decisions.

Interdisciplinary. Law, Ethics and Society*.

Economics 102. Microeconomics.

Economics. Financial Analysis and Managerial Accounting I, II*.

Interdisciplinary. Organizational Behavior and Development*.

Interdisciplinary. Computers and Decisions*.

Mathematics 107, 108. Calculus, Models and Decisions I, II.

Administration and Management. Problem-Solving Seminar (ordinarily first half of the tutorial).

**Projected courses*

Corollary Courses:

A student who elects the management program as a multidisciplinary major will complete four course units in a corollary track. One of these course units will be the second half of the tutorial, a second will be a field experience or internship and *two* others will be from those listed. The offerings listed in each area are not exclusive possibilities. Students will be able to propose other new or existing courses as substitutes. A student with a particular interest in an area not listed could develop a track of her own with faculty guidance. For instance, a student interested in theoretical questions about the nature of organizations would select courses from the social sciences. (Course descriptions appear under departmental offerings.)

Government and Public Service:

Political Science 201. The American Judicial Process.

Economics 114. Public Finance.

Economics 101. Macroeconomics.

Political Science 101. American Political Processes.

Political Science 228. Public Administration.

One unit of field experience or internship (required).

Tutorial (second half).

Banking and Finance:

Political Science 101. American Political Processes.

Economics 113. Money and Banking.

Economics 101. Macroeconomics.

One unit of field experience or internship (required).

Tutorial (second half).

Business and Industry:

Political Science 101. American Political Processes.

Economics 101. Macroeconomics.

Economics 218. Labor Economics.

One unit of field experience or internship (required).

Tutorial (second half).

Cultural and Educational Institutions:

Political Science 101. American Political Processes.

Administration and Management.
The Non-Profit Organization*.

Communication 24102.
Introduction to Communication.

One unit of field experience or internship (required).

Tutorial (second half).

Human Services:

Political Science 101. American Political Processes.

Sociology 101. Introduction to Sociology.

Administration and Management.
The Non-Profit Organization*.

One unit of field experience or internship (required).

Tutorial (second half).

**Projected courses*

Internships and Field Experiences

Required:

In order to gain perspective on the relationship of abstract principles to real problems, students will be required to engage in an internship or field experience ordinarily in the junior year, prior to entering the Senior Problem Solving Seminar. Students in field placements will be active participants and will be expected to produce a report or series of reports on their work.

Voluntary:

Especially at the freshman and sophomore levels, students would be encouraged to engage in an internship on a voluntary basis for credit. This generally would be at the level of observation. These internships would usually be coordinated on a group basis.

Black Studies

Students may major in the Program in Black Studies by completing 12 courses in Black Studies, including History 181, 182 and the tutorial. In addition to the offerings at Chatham College, certain courses may be taken for credit at the other colleges and universities in the area under the cross-registration program.

The following courses at Chatham may be taken towards fulfillment of the major requirements:

Education 322. Teaching in an Urban Setting.

Juniors and seniors are required to participate in this course which is designed to aid them in exploring the complexities of teaching in an urban setting. Based upon the premise of individualized instruction, each student selects readings, films and tapes to incorporate into a specialized program of study. Dialogues with leaders of community groups within the city stimulate thinking and develop a free exchange of ideas. A field experience in the student's area of competency in an urban setting is provided through cooperation with the Pittsburgh Public Schools. An area of concentration selected by the student and supported by a member of the faculty is the focus of an in-depth study. Each term.

English 184. Literature of Black American Authors.

A comparative study of Black Literature of the twentieth century encompassing three areas of the world: Africa, the Caribbean Islands, and the United States. A textual, analytical approach will be used to examine the autobiography, novel, theatre, and poem. The concept of music as literature, folkloric form, will be reviewed; and discussion of the themes of place and culture, vindictiveness and non-vindictiveness, negritude, and power will be central in the treatment of selected works. Three class meetings weekly. Lectures, extensive reading, oral reports and discussion. Not offered in 1974-75.

History 185. Afro-American History I.

An examination of some of the major political, social and economic developments in the unfolding of the Black experience on the African continent and in the United States to 1865. Aspects of the Black experience to be investigated will be: the social-psychological impact of European penetration upon traditional African societies; slavery in the colonial and ante-bellum periods. Fall term.

History 186. Afro-American History II.

An examination of some of the major political, social and economic developments affecting the Black experience since 1865, giving attention to the Civil War period: abolitionism and revolt; the Civil Rights crusade; and the Black Power Movement. Spring term.

Modern Languages 154.
Literary Figures of West Africa.

A course designed to acquaint the student with some of the masterpieces of contemporary West African literature, while stressing the origin, impor-

tance, and later preponderance of the "negritude" movement. Seminar in form, requiring extensive outside reading, oral reports, and discussion. Given in English. Not considered part of the French major. Not offered in 1974-75.

Music 183. Black Music.
A review of West African musical devices and techniques and the alteration of this music by the Americanization process. A study of Black music during slavery in America as contrasted to the music of Blacks in other parts of the world. A differentiation among the various forms of Blues, Black religious music and Jazz with emphasis on contemporary aspects. This course will also stress the interrelationships of poetry, sociology, psychology, and history to the music of Black people. Not offered in 1974-75.

Psychology 183. Black Psychology.
An examination of the theories of motivation learning, conditioning and behavior of the Black American. An attempt will be made to isolate and discuss basic adjustment problems, patterns of self-perception and the perception of others, negative as well as positive personality traits. Students will be exposed to the work of prominent theoreticians, psychologists and psychiatrists. Two hours of lecture and one hour of discussion weekly. Fall term.

Religion 184. The Development of the Black Church.
The development of the Black church in America with particular emphasis on the evolutionary process from the invisible Black church to the organized Black church. The major socio-political implications of the Black church as expressed by its most important provocateurs will be examined. The major figures to be studied in context will be: Nathaniel Turner, Edward Wilmot Blyden, Absalom Jones, Richard Allen, David Walker, and Bishop Henry McNeal Turner. Also a brief look at the African heritage embodied and preserved in the Black church via style of worship, and the spirituality expressed through the medium of music. Not offered in 1974-75.

Sociology 183. Black Women in American Society.
A study of the changing role of the Black woman in American society. Included will be an overview of the societal organization and its effects on the expectations held for the Black woman. Not offered in 1974-75.

Sociology-Anthropology 127.
Anthropology of the Afro-American.
Course is to be a study of the "myth of the Negro past" and of major myths, facts, and trends that comprise the Black experience in the Americas. Emphasis on the work of Black scholars and/or anthropologists. Also focus on Africa. Spring term.

581, 580, 582.
Independent study may be undertaken in the Black Studies Program and/or other departments with the consent of the instructor and the Black Studies Coordinator.

683-684.
Tutorial studies may be undertaken in the Black Studies Program and/or other departments with the consent of the instructor and the Black Studies Coordinator. Each term.

Courses Indirectly Related to Black Studies

The following courses are considered as being indirectly related to Black Studies and, in consultation with the Black Studies Coordinator, may be taken toward fulfillment of the major requirements. (For course descriptions, see departmental offerings.)

Economics 116. Demographic Economics.
Not offered in 1974-75.

Economics 215. Economics of Small Business.
Prerequisite: Economics 102. Not offered in 1974-75.

History 143. Introduction to Asian Civilization.
Each term.

History 256. The Age of Civil War and Reconstruction.
Spring term.

History 257. The Roots of Modern America—1877-1932.
Not offered in 1974-75.

History 258. Modern America, 1933-Present.
Not offered in 1974-75.

Music 121. Non-Western Music: The Hunters.
Fall term.

Philosophy 283. Asian Philosophy.
Each term.

Political Science 205. Comparative Political Development.
Spring term.

Political Science 216. Urban Politics.
Fall term.

Sociology 126. Inequality in American Society.
Spring term.

Communication

The Communication Program aims to develop in each student who completes the program the following: the ability to write and speak effectively; an understanding, at a fundamental level, of the nature and function of language, particularly of the English language; an understanding of the visual aspects of communication; a sensitivity to the public uses to which language is put in the marketplace of communications, and to the differences between these uses and the usual academic concerns with language; the ability to make evaluative judgments; an awareness of the practical professional opportunities in the various fields of communication, and experience in the common activities demanded as a part of these opportunities. The substance and the methods of the program emphasize critical judgment rather than vocational training, liberal intelligence rather than technical specialization. Because the possible professional opportunities are so many and so varied, the program stresses the fundamental learning which should enable a graduate to enter any of many areas in the field, and should enable her to change specific occupations several times while remaining in the general field.

Major Requirements:

Twelve courses, including the sequence of core courses, four selected corollary courses, and the tutorial. Field placements shall be in different media. The tutorial shall be composed according to the following conditions: one semester may be field experience; one semester must be critical, discursive, analytical. Students are also required to demonstrate a proficiency in a foreign language and to include courses from all divisions in their total programs.

Adjunct Program:

Students who wish to combine an interest in the Communication Program with a major in another field are encouraged to take the sequence of core courses, excluding the tutorial which would be in the major department.

Core Courses:

24102. Seminar: Introduction to Communications:
An introductory course designed to acquaint students with the concerns of the field, team-taught by the faculty and visitors from the media. The seminar will include observation periods in the field. The course includes an Open Laboratory: instruction in the exploration of simple technical skills, e.g., Polaroid photography, cassette tape recording, the use of projectors and video-tape equipment. Spring term.

English 104. Expository Writing II.
A continuation of Expository Writing I, a practical course extending work with the structures of essay forms, prose styles, skills in research, and verbal-visual presentations. (Designed for students who have completed Expository Writing I or who command the basic skills it covers.) Fall term.

24122. Design.
A study of the principles of two-dimensional design. The visual use of form, texture, color and spatial relationships. A variety of media will be used. Spring term.

24240. Group Study in Communications: Field Placement.
Students will have field placements with local firms

and institutions in the media. The particulars of each field placement will be negotiated by the student and her field sponsor. Participants will meet as a group throughout the placement period for discussions with one another and with faculty. Each student will keep a journal and make a final presentation to the group, contending with certain questions or aims. Prerequisites: 24102, English 104, and permission of the instructors. Interim.

24250. Field Placement.
Students will have field placements with local firms and institutions in the media. The particulars of each field placement will be negotiated by the student and her field sponsor. Each student will keep a journal and submit a final paper. Prerequisites: 24240, 24122, and permission of the instructors. Each term and Interim.

24303. Symposium in Communications.
A gathering of instructors, senior students, and visitors from the media, discussing topics generated during other program engagements. Prerequisite: 24250. Fall term. Not offered in 1974-75.

24603-604. Tutorial.
Each term.

Corollary Courses*:

Art 101, 102. Drawing.
Each term.

Art 133. Art Topics.
Fall term.

Drama 192. Speaking to Inform and Persuade.
Fall term.

Drama 234. Communications and the Media with Special Emphasis on Television.
Fall term.

English 141. Introduction to Linguistics.
Spring term.

English 143, 144. Imaginative Writing I, II.
Each term.

English 190. Film Workshop.
Interim.

History 221. Origins of Contemporary Europe.
Fall term.

Music 101. Seminar in General Music.
Fall term.

Philosophy 119. Logic.
Fall term.

Political Science 229. Public Opinion and Propaganda.
Fall term.

Psychology 190. Introduction to Computer Science.
Interim.

Psychology 231. Social Psychology.
Fall term.

Sociology 101. Introduction to Sociology.
Fall term.

24301. Canons of Judgment.
Not offered in 1974-75.

24201. Verbal-Visual Media.
Not offered in 1974-75.

*Course descriptions appear under departmental offerings.

Urban Studies

The Urban Studies Program aims to provide, through classroom and field experience, an understanding of the city, its problems and the methods used for solving these problems. Basic competency in economics, political science, sociology and social science research methods will be developed. The program can serve as a basis for professional training at the graduate level in urban and regional planning, city management and related fields, or for employment in an urban environment.

Program Requirements:

As an Area Major: thirteen units, including core courses (five units), elective courses (four units), First Field Experience (one unit), and the Senior Field Experience and the Tutorial (three units).

As a correlative program combined with a departmental major: eight units, including the core courses (five units), and the two Field Experiences (three units). The elective courses and the Tutorial would be completed in the major department.

Core Courses:

The object of the core courses is to give the student a basic understanding of the study of the city in the context of the social sciences and the tools for further study.

Elective Courses:

The object of the elective courses is to develop a greater understanding of the study of the city within a specific area. The selection of the elective courses should be made as a part of an overall program leading to the Senior Field Experience and the Tutorial. The student, by the end of the sophomore year and no later than the first term of the junior year, should develop an overall program including elective courses, the Senior Field Experience and the Tutorial. Also career and professional school plans should be taken into consideration. The necessity of including post-graduate plans in the development of the overall program cannot be over stressed. Many professional schools and careers require certain courses at the undergraduate level for entrance into them.

First Field Experience:

The object of the First Field Experience is to provide exposure to urban life and to the study of the city outside of the classroom and to provide a preparation for the Senior Field Experience. The First Field Experience should be taken in either the sophomore or junior year, but it is recommended that it be completed in the sophomore year.

Senior Field Experience and the Tutorial:

The Senior Field Experience and the Tutorial should be considered together as the culmination of previous work and study.

The object of the Senior Field Experience is to provide the student with an opportunity to apply the knowledge and skills gained in the classroom to the city itself. The Field Experience should be intensive, equivalent to two course units in one term.

The object of the Tutorial is to provide the student with an opportunity to expand on her work in the Senior Field Experience and should, therefore, be closely related to the Field Experience.

The Senior Field Experience: two units, to be completed in the first term of the senior year, one unit of which may be counted as the first Tutorial unit.

Tutorial: two units, one each term. The first unit may consist of one half of the Senior Field Experience.

Senior Field Experience and Tutorial: three units, if the Senior Field Experience is an integral part of the Tutorial; four units, if the Senior Field Experience is not an integral part of the Tutorial.

Core Courses*:

A. Research Methods and Social Statistics (two units)

Political Science 211. Methods of Political Research, or **Sociology-Anthropology 207. Methods of Social Research.**

Political Science 212. Elementary Statistics and Computer Analysis in Political and Social Research, or **Mathematics 112. Elementary Statistics.**

B. Substantive Courses (three units)

Political Science 216. Urban Politics.

Sociology-Anthropology 145. Urban Anthropology, or **Sociology-Anthropology 122. Organizations in Modern Society.**

History 208. The City in History.

Elective Courses (four units)*

Economics 100. Introduction to Economics: The Science of Choice.

Economics 102. The American Economic System: Microeconomics.

Economics 116. Demographic Economics.

Economics 215. Economics of Small Business.

Education 322. Teaching in an Urban Setting.

History 105. The Urban Civilization of Athens and Rome.

Course descriptions appear under departmental offerings.

History 151. Introduction to American History.

History 257. The Roots of Modern America.

History 258. Modern America, 1933-Present.

Political Science 190.
Introduction to Urban Planning.

Political Science 201.
The American Judicial Process.

Political Science 204.
Political Parties and Interest Groups.

Psychology 231. Social Psychology.

Sociology-Anthropology 103.
Early Persons and Culture.

Sociology-Anthropology 126.
Inequality in American Society.

Sociology-Anthropology 228.
Deviance and Social Control.

A knowledge of the use of the computer is strongly recommended:

Psychology 190. Introduction to Computer Science.

Women's Studies

Biology 120. Biological Aspects of Sexual Function.
Interim.

Drama 108. American Drama.
Spring term.

English 323. Seminar: The Brontes.
Not offered in 1974-75.

History 138, 139. The Role and Status of Women in Historical Perspective.
138, Fall term; 139, Spring term.

French 001. Freshman Seminar: The Liberated Woman: French Existentialist Approach
Fall term.

Philosophy 140. Philosophy and Feminism.
Interim.

Political Science 200. Civil Rights of Women.
Interim.

Sociology-Anthropology 120.
American Women from a Sociological Point of View.
Fall term.

Sociology-Anthropology 148. Marriage and the Family from a Feminist Point of View.
Spring term.

Sociology-Anthropology 183.
Black Women in American Society.
Not offered in 1974-75.

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Vivien C. Richman, Social Relationships
Jerome S. Wenneker, Humanities

Departmental Chairmen

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Biology, Conrad M. Hess
Chemistry, Mark C. Paulson
Drama, Jerome S. Wenneker
Economics, Doreen E. Boyce
Education, Lorraine L. Morgan
English, Frances Eldredge
History, Arthur G. Smith
Mathematics, William A. Beck
Modern Languages, Orlando Jardini
Music, Russell G. Wichmann
Philosophy and Religion, Willard E. Arnett
Physical Education, Patience T. Blayden
Political Science, Erika G. King
Psychology, James C. Diggory

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Academic Calendar 1975-1976

Freshmen arrive	Tuesday, September 2
Transfers arrive	Wednesday, September 3
Upperclass students arrive	Saturday, September 6
Classes begin for the 106th academic year	Monday, September 8
Freshman and transfer students register	Tuesday, September 16
Fall vacation	Saturday, October 18
	thru Sunday, October 26
Last day of classes before Thanksgiving	Wednesday, November 26
Thanksgiving recess	Thursday, November 27
	thru Sunday, November 30
Second term and Interim registration	Wednesday, December 3
Last class of fall term	Monday, December 15
Final examinations	Tuesday, December 16
	thru Friday, December 19
Winter vacation	Saturday, December 20
	thru Sunday, January 4
Interim period	Monday, January 5
	thru Friday, January 30
Interim break	Saturday, January 31
	thru Wednesday, February 4
Spring term begins	Thursday, February 5
Spring vacation	Saturday, March 20
	thru Sunday, April 4
Last class of spring term	Wednesday, May 19
Final examinations	Saturday, May 22
	thru Wednesday, May 26
Commencement	Friday, May 28

Beginning September 8, freshmen may attend classes of their choice (not including Freshman Seminars) to determine their final registration choices. Registration for freshmen will be held on September 16.

Chatham and a woman's future

Chatham College is dedicated to just one cause—the success of women. The College's entire purpose is to prepare women to take whatever place they choose in the world. And in the world today, for an educated woman, that place can be anywhere.

Chatham believes

- that the challenges and opportunities for women today are greater than ever before;
- that women are eager to meet the challenges, and to use the opportunities to work toward positions of leadership in society;
- that women students are ready to demand much from themselves and their education;
- that women are best prepared for positions of responsibility through programs of liberal education which stress intellectual and personal development;
- that the education of women must include increasing responsibility: the freedom to make choices, and the power to bring those choices to reality.

Chatham offers the student the whole range of the liberal arts from which to choose. And she is not bound by traditional curricular restrictions. With the help of her adviser, she can determine her particular interests and pursue them in her own way. She sets her goals, and chooses the means to reach them. The responsibility is great, but so are the rewards.

Whatever career decision a Chatham student makes, she should be prepared to carry it out successfully. She will have the education, the discipline gained by intensive training in the liberal arts. And she will know what to expect from the real world—because she has lived there.

Chatham opens directly onto the world. The College is a small, parklike community in the midst of a major city, with its industry and huge multi-national companies. Taking advantage of its location, Chatham offers exciting special programs including field placements, career internships, and independent study. Such programs give a Chatham woman an advantage shared by few college students: actual work experience. Skilled, disciplined, experienced women are now much sought after. Chatham women are known to have these qualifications.

Chatham believes in women, their success, and their future. And we think that the best preparation for a woman's future comes only at a college like Chatham.

The Chatham curriculum

Each Chatham woman is an individual. She has her own special abilities, interests, and desires. So at Chatham, each woman has her own educational program. She is free to design a curriculum that suits her needs, drawing from a wide range of courses and special programs.

There are no required courses at Chatham, except courses needed to fulfill requirements in a major. A student can pursue her chosen field in any one of a number of ways: through a traditional major, or an interdepartmental or multidisciplinary major of her own design. Taken together, Chatham's programs are unique:

- Freshman Seminars—study of selected special topics and problems, each limited to no more than 16 freshmen.
- Senior Tutorial—an intensive, two-semester research or creative project under the individual guidance of a faculty member.
- Pre-professional Programs—preparation for a career in law, medicine, education, business, the health professions, engineering, and fields related to the academic disciplines.
- The Program in Administration and Management—a multidisciplinary sequence designed to prepare women for careers in business, government, and social agencies.
- The Program in Communication—a multidisciplinary, multimedia study of the theory and practice of human communication; the foundation for a career in the communication arts and sciences.

- The Interim—an in-depth exploration of a single project—in a formal course or independent study—either on-campus or off, for an entire month between the fall and spring terms.
- Independent Study—in any discipline; extensive work on a subject of one's own choosing with the approval and guidance of a faculty member.
- Career Internships and Field Placement—serious, full-time work or field experience with many of Pittsburgh's corporations, governmental or private agencies.
- Cross-registration Privileges—at any of the nine colleges and universities in the Pittsburgh area.

The student has more than a wide range of choices. She also has the careful guidance of teachers and advisers. And she has her own growing maturity to rely on. All combine to ensure that the program she decides upon will be the right one for her.

SHIELDS RUBBER CORP

The place and the people

The Chatham community

Chatham College is 65 teachers and 600 students living and working closely together. They share an impressive array of experiences and special feelings of both community and individuality. Chatham gives each student the time and attention she needs to help her reach her own goals.

Chatham's classes are small; two-thirds have no more than 15 students enrolled. So the individual student counts. She has the opportunity for close contact with her classmates and teachers.

Chatham's faculty is able and accessible. It is composed of men and women who are not only distinguished in their own fields of learning, but also exceptional teachers. All of them are personally committed to the education of women and to Chatham.

Chatham's students come from all parts of the country and many countries of the world. They represent all kinds of cultural, geographic, social, racial, religious, and economic backgrounds. But they share an enthusiasm for learning and the capacity to assume responsibility for their own lives and educations.

On the Chatham campus, students have the chance to discover something of importance about each other and themselves through social and academic programs in the dormitories, and through the informal camaraderie of everyday campus life. All students whose parents live outside Pittsburgh and its neighboring communities are expected to live on campus. A limited number of non-Pittsburgh students are permitted to live off-campus. (They must be at least second-term freshmen.) In the dormitories, visiting hours are determined by each residence hall section. Adult head-residents, usually couples, live in every dormitory. Commuting students have their own lounge and kitchen. If necessary, a commuter may stay overnight in the residence halls for a nominal fee. All students, whether resident or commuting, share in College activities.

Students sit on almost every College planning and policy committee, and are given an important role in helping to develop their college. Students have helped to shape Chatham's curriculum, have helped to plan the new library and student-faculty center, and are consulted regularly on matters of importance to the College.

The Chatham Student Government coordinates student involvement in College affairs. CSG gives voice to student concerns and maintains student participation on College committees. It also oversees various student boards and organizations.

Extracurricular offerings are many, varied, and important at Chatham. A number are directly related to various academic fields. Student publications include the weekly newspaper, *The Matrix;* an annual literary magazine, *The Minor Bird;* and *The Cornerstone,* the College yearbook. Every student is invited to contribute her artistic, writing, or business talents.

For students with dramatic or musical abilities, the opportunities are almost unlimited. Students may write, stage, direct, or take part in the production of many plays throughout the academic year, whether in the handsome new theater or in the experimental Play Room. Students may audition for the College choir or other campus musical groups, and often participate in various Pittsburgh ensembles and choruses.

The all-student Recreation Association offers such activities as field hockey, archery, basketball, softball, badminton, swimming, tennis, bowling, and fencing on the campus. Students may play golf or ride in nearby parks; and canoe, camp, and ski a short distance outside the city. For the competitive-minded, there are interclass sports. Chatham teams also compete with nearby colleges.

The Chatham campus

The Chatham community and all of its activities are set on 55 wooded acres in the hills of a quiet residential neighborhood. The campus is a park in the middle of the city, a village of Georgian halls and homes in a major urban area.

In the center of the campus is the academic quadrangle, with the Coolidge Hall of Humanities, the Falk Hall of Social Studies, and the Braun Hall of Administration. This trio of buildings houses many faculty and staff offices, classrooms, the language

laboratory, and audio-visual facilities.

Also in the quadrangle is the Buhl Hall of Science. Its large, modern science laboratories are supplemented by individual laboratory areas. In addition to its science facilities, Buhl Hall contains the Earl K. Wallace Lecture Hall and the Rachel Carson Memorial Reading Room, honoring one of Chatham's most distinguished alumnae. The reading room has approximately 4000 scientific books and journals.

Completing the quadrangle are James Laughlin Hall, recently renovated for use as a center for the Department of Music, and the Chapel, which seats 700.

The Jennie King Mellon Library, completed in 1973, has space for 175,000 volumes. This ultramodern building's facilities include colorful, comfortable individual study areas and special seminar rooms. Adjoining the library is the handsome, splendidly equipped new Chatham Theatre, seating 285 people.

The Andrew W. Mellon Center, onetime home of the former Secretary of the Treasury, is the College's student-faculty center. It houses student activities and staff offices, meeting and recreation rooms, swimming pool, game rooms, and bowling alleys. An addition to the Mellon house, completed in 1973, contains dining facilities and The Weathervane, the campus snack bar. In addition to the Paul R. Anderson Dining Hall, there are four convenient private dining rooms.

Chatham's student residences provide an unusual variety of living experiences. In fact, some bear little resemblance to dormitories, since they were once the homes of some of Pittsburgh's most prominent citizens. A student may live in the Julia and James Rea House, the Marjory Rea Laughlin House, or in Benedum Hall, formerly the home of oilman Michael Benedum. Students can also live in traditional dormitories such as Woodland or Dilworth Halls.

The campus includes a three-and-one-half acre recreation field, three all-weather tennis courts, and the physical education center with its large gymnasium, dance studio, classrooms, and seminar rooms.

The city

The smoke lifted long ago from Pittsburgh, revealing a city of rugged beauty, awesome power, and vibrant life. The city is all around Chatham, and it has become, more and more, one of Chatham's greatest advantages.

Pittsburgh is the third largest corporate headquarters in the nation. The city and its surrounding areas are home to a vast number of private and government agencies. Its foundations, universities, and hospitals are known the world over. And the Chatham woman can have the rich experience of an internship in many of them. Pittsburgh offers her unparalleled opportunities for real-world experience.

Cultural life in Pittsburgh is equally rich and varied. There is music from the famed Pittsburgh Symphony Orchestra, the Opera and Ballet; art in the collections of Carnegie Institute and other museums, and in the studios of a surprisingly large community of local artists; theater on tour or from many local production companies. And there are recitals, poetry readings, programs, rock concerts, and jazz clubs.

For spectator or participant sports, there is no better place than Pittsburgh. The city is home to some of the best professional baseball, football, hockey, and tennis teams in the country: the Pirates, the Steelers, the Penguins, and the Triangles. In Pittsburgh, or a short drive away, a student can find just about every athletic activity in existence.

But the greatest benefit the city offers is that Chatham students can become involved in it. They serve with local agencies and institutions; they work with multinational corporations. They also enjoy themselves immensely in this town. Its resources are completely at their disposal.

Life at Chatham

There are as many different living experiences at Chatham as there are Chatham women. But some experiences are shared by all:

Every day in the classroom, a Chatham woman takes part in a genuine exchange of ideas. Each woman is in a class because she wants to be—

not because graduation requirements force her to be there. So she is ready to express her own ideas and expose them to the scrutiny of her classmates and teachers. Class discussions are lively, and they often carry over long after class lets out.

The Chatham woman has the chance for close contact with all her teachers. Because classes are small, faculty members have the time to devote to every individual student. And they are vitally interested in her work and progress.

Under the Chatham Visitor Program, the student also learns from distinguished guests of the College. In recent years, students have had the chance to sit down and talk with Margaret Mead, Kurt Vonnegut, Jr., Helen Hayes, Max Lerner, and Viveca Lindfors, among others.

The Practical Politics Program has brought many officials of government face-to-face with Chatham students. And through Chatham's Programs in the Arts, the campus has been visited by leading theater and music groups and specialists in the arts. The Jennie King Mellon Library has exhibit space for both student and professional art shows.

A student's academic work will take her into the libraries and laboratories of the College for serious and demanding study. It may take her to the libraries, museums, and agencies of the city, and perhaps to other college and university campuses. Through cross-registration, the student can experience life and work on any of nine area campuses.

Off-campus, a student has the whole city to explore. She may be doing serious and important work as a scholar, a volunteer, or an intern. Or she may simply be having fun. The city offers endless sources of entertainment, and there is no shortage of people to enjoy them with. Over 60,000 students, for instance, are enrolled in Pittsburgh's ten colleges and universities.

Life at Chatham can be as quiet as it has to be, as challenging as a student wants it to be. It is lively and contemplative, rigorous and relaxed. No Chatham student ever forgets it.

A brief history of the College

From its beginning, Chatham has been dedicated to the education of women. The College was founded in 1869 by a group of Pittsburghers who realized that women deserved the same educational opportunities and programs as men. Chatham was known then as Pennsylvania Female College, and later as The Pennsylvania College for Women. In 1955, the College was renamed Chatham College in honor of the statesman William Pitt, first Earl of Chatham, for whom Pittsburgh is named.

In the beginning, Chatham was one building, 11 acres, and just over a hundred students. Today it has 30 buildings, 55 spendid acres, and educates more than 600 women. It is fully accredited, non-sectarian, and private. Chatham's endowment, over $15.5 million, is among the largest per student of any college or university in the nation.

Throughout its history, Chatham has been a pioneer in curricular progress. Its educational growth has been impressive, and its new academic program again places the College in the forefront of academic reform. A recent independent study, in fact, listed Chatham among the top ten colleges for women in the United States.

Recently, the Ford Foundation selected Chatham College as one of the 12 most dynamic and innovative colleges and universities in the northeastern United States. The foundation awarded one of its prestigious Venture Fund grants to the College in recognition of its New Directions for Women Program. The grants are awarded to only 49 colleges and universities in the nation. Among the criteria for final selection were "the quality of present educational programs and leadership" and the record of the College's "desire and capacity to try to do new things in new ways."

Chatham's new educational program is also currently supported by social grants from four other national foundations—the Carnegie Corporation, Lilly Endowment, the Danforth Foundation, and the Laurel Foundation—plus several leading corporations.

1. Gregg House
2. The Lodge
3. Athletic Field
4. Physical Education Center
5. Tennis Courts
6. The Carriage House
7. Dilworth Hall
8. Berry Hall
9. Andrew W. Mellon Center
10. Lindsay Hall
11. Open-Air Classroom
12. The Jennie King Mellon Library and The Chatham Theatre
13. Falk Hall
14. Coolidge Hall
15. Buhl Hall and Greenhouse
16. Grenville House
17. Pelletreau Hall
18. James Laughlin Hall
19. The Chapel
20. Braun Hall
21. Woodland Hall and Art Center
22. Marjory Rea Laughlin House
23. Julia and James Rea House
24. Beatty Hall
25. Fickes Hall
26. Mary Acheson Spencer House
27. Gateway House
28. Benedum Hall

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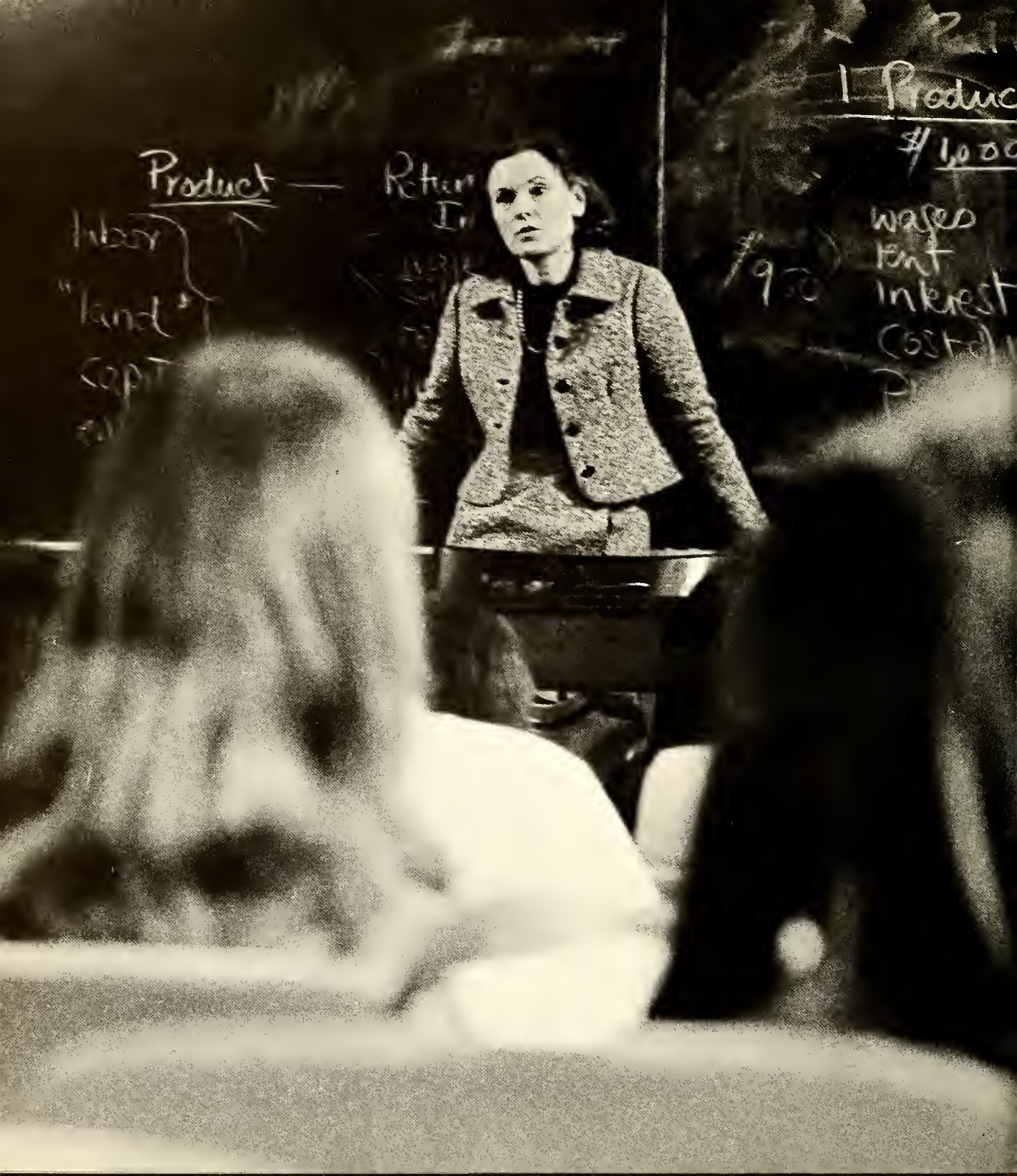
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The academic program

Chatham believes that the primary purpose of the college experience is the pursuit of learning in all its forms. But it recognizes that individuals choose to seek knowledge in different ways, with many different goals in mind. The College offers students the freedom to decide on their own individual curricular programs. The result is that Chatham has as many curricula, as many ways of learning, as it has students.

Whatever curriculum the student chooses, it will be guided by several convictions common to every Chatham education:

- that narrow vision and intolerance can be overcome through an understanding of the realities presented by the liberal arts, and through the testing of ideas and methods;
- that one must learn *how* to learn—how to identify problems, evaluate evidence, and pursue solutions;
- that one must learn to judge ideas critically and express ideas effectively;
- that in the pursuit of learning, imagination is as important and useful as reason.

Chatham believes that the ability to write and speak the English language clearly and precisely is fundamental to the pursuit of knowledge. All Chatham students are expected to achieve high standards in written and oral communication. And to gain greater understanding of our own language and culture as well as other cultures, Chatham students are encouraged to study foreign languages. The ability to read works and journals in their original form, for example, greatly enhances one's appreciation of literature, history, philosophy, current events , and scholarly efforts in all fields. Students should therefore take every opportunity to become proficient in one or more foreign languages.

Chatham seeks to develop in a woman an openness to ideas and issues, a sharp analytical sense in dealing with them, and a precision in thinking, speaking, and writing about her own ideas. These qualities grow under the discipline of scholarship, the give-and-take of the classroom, and the free exchange of thoughts among thoughtful people.

Degree requirements

The Bachelor of Arts degree may be earned through fulfilling the following requirements:

1. the satisfactory completion of 34 course units or the equivalent, including two approved Interim programs;
2. the satisfactory completion of the Tutorial;
3. the completion of a minimum of 22 units at Chatham College. The last six of the required 34 must be completed at Chatham. All Chatham-directed Interim courses and courses taken in cross-registration are credited toward fulfilling the residence requirement. Appropriate adjustments are arranged for transfer students.

The Bachelor of Science degree may be earned through fulfilling the following requirements:

1. the satisfactory completion of 34 course units or the equivalent, including two approved Interim programs;
2. the satisfactory completion of the major in chemistry or in biology;*
3. the satisfactory completion of the Tutorial;
4. the completion of the residence requirement as stated on page 11, item 3.

Major options

A student who wishes to concentrate her efforts may do so in any of these ways:

Department Major: Major programs are offered in the following areas: Art, Biology, Chemistry, Drama, Economics, English, French, German, History, Mathematics, Music, Philosophy and Religion, Political Science, Psychology, Sociology and Anthropology, Spanish. Each department determines the requirements for its majors.

Interdepartmental Major: A major program

**A chemistry or biology major is also possible for the Bachelor of Arts degree.*

may be pursued through concentrated study in two related departments. Such a major must be approved by both departments. It must also be supported by a letter from the faculty member who has agreed to advise the student and to direct her program, particularly in the interrelations of subjects to be studied.

Problem, Area, or Multidisciplinary Major: A major program may also be pursued through concentrated study of several disciplines bearing on a single concern, possibly in disciplines not usually considered related. The major may be built around a single problem or topic. Such a major must be supported by a letter from the faculty member who has agreed to advise the student and to direct her program, particularly in maintaining coherence of subjects to be studied. Multidisciplinary major offerings include programs in Urban Studies, Administration and Management, Communication, and special Black Studies programs. These last must be approved by the Black Studies Coordinator.

The Tutorial

An extended independent project, the Tutorial, gains its focus from a continuing dialogue between the student and her tutor. The study, undertaken during the senior year, normally centers in the student's major. It may be conducted, at least in part, in the context of a group experience such as a seminar. The Tutorial may include such programs as field work, creative work in any of the arts, scientific research, independent scholarly research, or independent reading.

The Tutorial consists of two course units of internally related study, selected by the student and her faculty tutor. In an interdepartmental major, the Tutorial must have the approval of the two departments. Normally, the two course units are consecutive, in two long terms. Only with special permission may a student complete both units in one long term, or one unit in the Interim.

During the first term of the Tutorial, each student chooses at least one other faculty member as an outside reviewer. Both the tutor and reviewer give the student a critical evaluation of her work. At the end of the first term, the tutor grades the student's work. The grade, to be used by the Committee on Academic Standing, does not become part of the student's permanent record.

At the end of the second term, the student gives her tutor and reviewer a written articulation of her Tutorial experience. Together, the student and tutor decide on the scope of the writing, which may range from a brief report or synopsis to a substantial paper. The student also discusses her experience in an oral presentation to the tutor, reviewer, and other faculty members and students if desired.

General education

The College offers a wide selection of courses of general interest, designed to acquaint students with the problems, topics, methods, and resources of diverse areas of knowledge. Some courses are interdisciplinary or multidisciplinary; others center in a single discipline. While none is closed to majors, certain courses are recommended for the student not concentrating in the area. General education courses are drawn from the following areas:

1. problems and techniques of abstract or formal reasoning;
2. scientific inquiry characterized primarily by success in explaining physical events by laws;
3. scientific inquiry characterized chiefly by making hypotheses, gathering data, and correlating data to test hypotheses;
4. non-verbal aesthetic experience;
5. the literary arts;
6. the history of some aspect of man's cultural development;
7. critical attempts to deal with the problems raised by man's intellectual, aesthetic, and moral experience.

Pre-professional programs

A student planning a career in the professions follows a special sequence of courses, and her progress is followed closely. To prepare for the health professions—medicine, dentistry, veterinary medicine, public health—a student takes a series of chemistry and biology courses, along with basic courses in mathematics and physics. She may decide to major in chemistry or biology, or in some cases pursue other majors, as long as she has completed the courses required for admission to a professional school.

In a pre-law program, a student may major in any one of several fields, including English, history, political science, economics, philosophy. Above all else, she must concentrate on developing her ability to think, write, and speak precisely and effectively.

For a career in elementary or secondary school teaching, a student may major in her chosen field of interest rather than in education itself. In order to receive state certification as a teacher, she must complete a sequence of courses in the principles and practice of education (see p. 57). She will also be expected to participate in field experience, including student teaching, during her course of study. Practice teaching can begin as early as her freshman year, giving her an early idea of what teaching is like, and a major head start in practical experience.

All pre-professional students receive guidance and assistance throughout their academic careers. The College advises students on courses of study, provides information on professional school admissions tests and requirements, and helps with the whole process of applying to professional schools.

The Program in Communication

The Program in Communication is an interdisciplinary study of the communications systems that define our understanding of ourselves and our world. The program begins with rigorous training in various forms of writing and with study of the elements and principles of visual design. The program's emphasis on language extends to the study of foreign languages, computer languages, and the languages of art and music. The student is trained to become critically aware of human expression in all its forms, particularly in public and commercial communication. The student is then able to test her theoretical learning and personal judgment by working as an intern with numbers of local agencies, industries, and institutions.

Recent additions to the facilities of the College permit the student to participate in "hands-on" workshops, courses of study, and independent laboratory experiences with some of the sophisticated technology of audio, visual, and video presentations.

The program is designed especially for students contemplating study and careers in a wide range of fields — publishing, journalism, public relations, advertising, broadcasting, film, and many others. It gives the student an understanding of the principles of communication and of the communications media, and the skills to use that understanding in a career.

The Program in Administration and Management

Chatham recognizes that women are assuming more and higher positions of leadership than at any time in history. The Program in Administration and Management is designed to prepare Chatham women to begin a career in administering or managing at various levels and in a wide variety of institutions and agencies.

The Program offers the student thorough training in leadership—its theory, its history, its tools. It considers the functions and values of management in business, government, and the non-profit sector. Even more importantly, the Program gives the student the background she needs to understand many facets of administration and management, whether financial, political, or technological. With this background, a student can take full advantage of whatever career opportunities she encounters.

The Interim

The Interim, the one month separating the fall and spring terms, is a special time for the student to approach her education independently and creatively. During the Interim, she can concentrate on one project of her own choosing. Learning is not limited to regular curriculum offerings, nor tied to the geographical boundaries of the campus or the fixed time of the lecture hour.

The Interim offers an exciting variety of possibilities: experimental courses and projects, travel and field experiences, student exchanges, and interdisciplinary programs. The student can even use the month to study abroad. She may take a formal Interim course, or undertake an academic project of her own design.

A student must complete two approved Interim programs. If she chooses, though, she may enroll in every Interim throughout her four years, and receive credit for each satisfactory project.

During a recent Interim, Chatham students undertook a large variety of independent projects, among them the following:

Field Study in the Caribbean	Hampshire College and the Caribbean
Reconstruction and Classification of Artifacts	Smithsonian Institution
Television Research	Fisher Scientific Company
Study of REM and non-REM Sleep in Babies of Schizophrenic Mothers	Child Guidance Center of Pittsburgh
Work with an Advertising Agency	Fuller & Smith & Ross Advertising
Work in a Classroom for the Mentally Retarded	South Euclid-Lyndhurst Board of Education, South Euclid, Ohio
Study of Stained Glass in the City of Pittsburgh	Pittsburgh History and Landmarks Foundation
Study of Preschool Educational Techniques and Materials	Beirut, Lebanon
Laboratory and Research Work in Experimental Chemotherapy	Presbyterian University Hospital, Pittsburgh
Study of Eastern European Systems of Socialism	Eastern Europe
Work in a Montessori School	Whitby School, Greenwich, Connecticut
Internship in Occupational Therapy	New Rochelle Hospital, New Rochelle, New York
Study of Constitutional Law	American Civil Liberties Union, Burlington County, New Jersey

During a recent Interim, too, Chatham offered the following formal projects and courses:

Art:	The Study of Raku
Biology:	Evolution Biological Aspects of Sexual Function
Drama:	Theater in England (based in London)
Education:	Living and Teaching in Primary Schools in England Pittsburgh as the Classroom
English:	Film Workshop Classicism, Romanticism, and Realism
History:	The American Indian The Historian at Work The Eastern European Revolution and the People's Democracies
Modern Languages:	French Language and Culture Spanish in Mexico (based in Colima) Writers of the Negritude Movement German Literature through Film and Recorded Performance German Language and Culture
Religion:	Jesus in Myth and History
Physical Education:	Movement Components in the Open Classroom
Political Science:	Civil Rights of Women
Sociology-Anthropology:	American Women from a Sociological Point of View Sociology of Production: Metallurgy

Interdisciplinary:	
Art and English:	Introduction to Architecture
Chemistry:	Design and Construction of Scientific Apparatus
Modern Languages and Philosophy:	Concept of the Artist in German Philosophy and Literature
Psychology:	Introduction to Computer Science

Typical Interim courses include:

Art:	Art History Field Trip: Rome and Florence
Biology:	Marine Biology, Miami, Fla.
Drama:	Rehearsal and Production
History:	British Architecture and Related Social History
Modern Languages:	Survey of German Literature
Music:	Problems in the Performance of Twentieth Century Music
Philosophy and Religion:	Philosophy and Feminism
Political Science:	Introduction to Urban Planning

Freshman seminars

The College offers a special group of topic-oriented and problem-oriented seminars, open only to freshmen. Each is designed for a small group of students concerned with the articulation, consideration, and research of a common problem. In the seminars, a freshman begins to learn about the whole process of academic inquiry and discussion, and about the importance of her writing and speaking skills. She can identify her weaknesses in communication and take steps to correct them. Normally, freshman seminars will meet on a three-hours-per-week schedule. Each seminar, however, is designed differently and the normal class schedule may not always apply. Recent freshman seminars have included courses on:

Biology:	Man Versus Science
Drama:	Form in Performance
English:	Idea and Form in Literature
History:	Arthur "The Once and Future King"
Modern Languages:	The Liberated Woman: French Existentialist Approach
Philosophy and Religion:	The Quest for Self
Sociology-Anthropology:	Knowledge for What?

Seminar offerings are listed under the various academic departments in this Bulletin.

Faculty symposium

The Faculty Symposium serves as another kind of innovative course. Two or more faculty members may schedule a symposium on a subject relevant to their disciplines, or to discuss and probe scholarship in which they are engaged. Appropriately qualified students may enroll for credit in the symposium and take an active part in the process of scholarly investigation, discourse, and argumentation.

Independent study

Independent study gives the student the chance to do important work—on a project of her choice—in an area important to her. Her work often takes her far beyond the formal curriculum and deep into the subject. Independent study imparts a sense of academic discipline and great intellectual self-reliance. And since the student is doing exactly what she wants to do, her work is bound to be highly meaningful and exciting.

A student doing independent study works closely with an instructor of her choice. Before registration, the student should make arrangements with the instructor and determine the nature and scope of the work, as well as the amount of credit she is to receive.

All departments offer independent study. Recent projects have included the following:

Study of anatomy through the use of clay sculpture

Ambulatory health care in the ghetto (with Friendship Medical Center, Chicago)

Children's programming (with WQED)

Planning recreational activities for retarded children

Study of function and structure of the ear (with Eye and Ear Hospital)

Study of the development of children's literature.

Study of the influences of Schopenhauer and Nietzsche on Herman Hesse

Emotional outlook of hospitalized children (with Western Pennsylvania Hospital)

Cultural study of Dahomey

Hormonal aspects of cardiovascular disease (with May Institute for Medical Research)

Teaching practicum in Rochester, N.H. elementary school

Criminal court observation

Study of Colonial America, 1620-1763

Paralegal work (with Harlem, N.Y. community law offices)

Computer applications to economics

Simulation as a method in political science

The Baroque era in Germany

Law, ethics, and individual responsibility

Study of practical workings of a health care agency (with the Health and Welfare Association of Allegheny County)

Study of six French suites for the keyboard by Bach

Study of political prisoners in Viet Nam (with American Friends Service Committee)

Study of masterpieces in Russian literature

Corporations and Congress

Internships

An internship gives a student real-world work experience that lets her test possible career choices, and later lets her acquire in-depth experience. Chatham students are welcome as interns all over the city. They are given responsible, important work to do, and the opportunity to learn the inner workings of businesses, government agencies, and social institutions. A student finishes an internship with a much better idea of what she wants to do in life. She has also gained invaluable experience to note on her record when she seeks employment after graduation.

Internships are normally arranged by the Career Planning Office. Recently, Chatham students have served as interns in the following areas:

Public relations:	Ketchum, MacLeod & Grove
International marketing:	Westinghouse Power Systems Company
Law:	District Attorney's Office, Pittsburgh
Pathology laboratory work:	Magee Womens Hospital
Feature writing:	The Forum
Photography:	Pittsburgh Press
Trust department:	Mellon Bank
Overview of savings and loan operation:	First Federal Savings and Loan
Public affairs programming:	WKTQ Radio
Employee publications:	U. S. Steel Corporation
Overview of hospital operations:	Magee Womens Hospital
Publishing:	KNOW, Inc.
Teaching arts and crafts:	School for Blind Children
Processing consumer complaints:	Pennsylvania Consumer Protection Agency
Employee publications:	Westinghouse Electric Corporation
Teacher's assistant in early childhood development:	Child Guidance Center
Occupational therapy:	Ivy Nursing Home
Parasitologic examination of zoo animals:	Pittsburgh Zoo
Work with children in reading disabilities:	Home for Crippled Children

Work with parole officers:	State Probation and Parole Board
Study of behavioral aspects of captive birds:	Pittsburgh Aviary
Work in chemistry and biology labs:	Allegheny County Board of Health
Work with city planner:	City of Pittsburgh Department of Community Planning

Cooperative arrangements with other Pittsburgh colleges and universities

Students at Chatham College can take advantage of a wide variety of programs and services at other Pittsburgh institutions of higher learning. Carlow College, Carnegie-Mellon University, Chatham College, Duquesne University, the University of Pittsburgh, Point Park College, Robert Morris College, LaRoche College, the Community College of Allegheny County, and the Pittsburgh Theological Seminary are members of the Pittsburgh Council on Higher Education (PCHE).

The Council sponsors many interinstitutional programs, so students from each college and university may study with students from other colleges and become members of a greater university community.

Cross-college and university registration

Any undergraduate student attending a PCHE member institution may enroll in courses (except for the University of Pittsburgh's summer term) at any other member institution (see list above). Chatham students may also take courses in Latin and Greek at Carlow College without extra charge. Approval is granted by the student's adviser and the dean or designated officer at each institution.

Normally, a student may enroll in any course accredited towards a baccalaureate program in arts and sciences. She will receive full credit for the course, and her grade will be transferred to her Chatham record. The academic regulations of the host institution, including the grading and honor systems, will apply in all cases. There is no additional tuition charged.

A student may obtain further information on cross-registration from the Chatham Registrar.

International Studies Program

Through the International Studies Program at the University of Pittsburgh and in cooperation with other colleges and universities in Pittsburgh, Chatham students can participate in an intercollege, interdisciplinary study of comparative communism. This program is supported by the Carnegie Corporation. Each term, approximately 50 selected courses are offered under this program. Chatham students should inquire at the Office of the Chatham Registrar for information on prerequisites, time, and place of course offerings.

In cooperation with the other members of the Pittsburgh Council on Higher Education, the University of Pittsburgh offers an intensive program in Chinese. A student may enroll in the eight-week summer course at the University of Pittsburgh for the first two units of the course. Enrollment for units 3 and 4, in the fall, is made through the Chatham Registrar.

Engineering Program

Through a special program for women at the School of Engineering and Applied Science at the University of Virginia, eligible Chatham graduates can earn a B.S. degree in engineering. The post-baccalaureate program combines 12 months of study in engineering and a six-month paid internship. Students entering the program should have strong backgrounds in courses in mathematics and the natural sciences.

Study abroad

Any student may study abroad for credit in programs approved by the Committee on Study Abroad. Study abroad may take place during one of the terms, the academic year, the Interim, or the summer. Most academic year programs are designed for juniors; Interim and summer programs are for all classes. The Committee sets no academic performance level as a criterion for its approval, but a student should have academic competence

or a specific language skill, or both, to profit fully from the program.

Chatham students may select from numerous approved programs offered either by other colleges and universities or Chatham itself. They are thus more likely to find educational experiences suited to their special academic needs. About 50 students undertake such study annually in one of the five different session units.

Some recent study abroad programs have been:

Art History in Rome

Political Science in London

French at University of Lyon, France

Spanish in Bogota, Colombia

Sociology at Chung Chi College in China

German at the University of Freiburg

History in Athens

Classics and Archeology at Hebrew University of Jerusalem

Economics at the University of London

Interested students are urged to file their Chatham applications well in advance of the filing dates required by their chosen programs, but not later than April 1 for programs that begin in the fall. Further information and the Chatham application form may be obtained from Professor Goldby, Administrative Secretary, Committee on Study Abroad.

Summer study

A student wishing to receive credit for summer study must obtain, in advance of study, approval of both the course work to be taken and the institution where it will be taken. The equivalent of two courses is the usual program permitted. No credit is allowed for work of less than C grade. Application for approval should be filed with the Registrar before May 1.

Semester in Washington

Juniors with good academic records and a desire to do independent field work and research are eligible for a semester in residence at The American University in Washington, D. C. Students may choose:

- the Washington Semester, with a focus on American national government;
- the Urban Semester, with a focus on urban and metropolitan problems;
- the Foreign Policy Semester, with an emphasis on the formation of U.S. foreign policy;
- the International Development Semester, with an emphasis on developing nations;
- the Economic Semester, with a focus on the formation of economic policy;
- the Science and Technology Semester, with a focus on environmental and technological concerns of modern society.

Students receive four Chatham course units for the programs. Students from all disciplinary backgrounds are eligible to apply.

SOLUTION #2:
CALL JACK OR CHUCK 261-2022

The advisory program

Academic advising

The Chatham student is responsible for designing her own program of studies, but it is not a responsibility she has to bear alone. She can depend on the guidance and cooperation of her faculty adviser throughout her entire academic career.

Her faculty adviser helps the student gain the perspective she needs to make her decisions and plan her life. The adviser supplies information on the College's resources and how the student can take advantage of them. She is encouraged to discuss, analyze, and evaluate her hopes and plans for the future.

The advisory relationship will undoubtedly vary widely. But the student can fully expect that her adviser will be accessible whenever she needs to solve problems, make choices, or just talk things over. The adviser offers concerned and attentive consultation to help the student evaluate her efforts in light of her educational goals.

Each entering freshman will be assigned a faculty adviser who will meet with her before the beginning of classes. The adviser will be familiar with the student's record, and the two can discuss in depth a program for the first term.

Freshman course registration is not held until after the first full week of classes. During this period, freshmen will be free to attend all courses, except Freshman Seminars, in which they might enroll. They will then be able to make informed decisions about the program they will actually pursue.

A student ordinarily remains with her freshman adviser until she has chosen a tentative major or focal interest. This choice could come as early as the end of the first term, or as late as the end of the sophomore year. At that time, the student applies to the department or professor of her choice for a major adviser. Students are as free as possible in choosing or changing their advisers. Entering transfer students select their advisers after consultation with the Assistant Provost.

In the second half of each long term, an advising week is designated. Each adviser then provides an hour's scheduled appointment with each of his or her advisees. (As much additional time as necessary is available throughout the year to advisees who desire it.) The advising week is also the scheduled period for changing advisers.

Career counseling

Planning a career is an ongoing experience at Chatham College. A student is continually gathering information and making decisions about her future—in her classes, in talks with her adviser, in any of the special career programs. A large part of college life is devoted to deciding on and preparing for life's work.

The Career Planning Office is the focal point for a student's career ambitions. It informs students of the many opportunities for putting their skills, interests, and experience to work.

The Office sponsors workshops and offers individual counseling to help students discover their career aims. It maintains and continually adds to its collection of information on work opportunities and requirements. By scheduling various programs throughout the year, including informal discussions with professional women in many new and challenging occupations, the Office makes students and faculty aware of the expanding job options for women.

The Career Planning Office arranges internships and other field placements while the student is attending Chatham. As she begins to enter the job market, the Office will help her write a résumé and prepare for interviews. It arranges on-campus recruitment by employers and graduate schools. The Office also provides a credentials service which Chatham women can continue to use throughout their professional lives.

Admission

Chatham College seeks capable and highly motivated women. Applicants must be able to meet all the challenges of life and study at Chatham and be enthusiastic about learning. They must be ready to take on increasing responsibility for their own education and lives.

Chatham admits candidates who show the strongest evidence of these qualities. Selection is determined by the candidate's academic record, recommendations, an interview, and any other pertinent information furnished by the student and/or her high school. Diversity, too, is an important consideration. The College tries to enroll students from a variety of backgrounds—cultural, geographical, racial, religious, socio-economic—with a wide range of interests and talents.

The student's high school program should emphasize English, foreign languages, history and social studies, mathematics, and the sciences. But there are no fixed requirements concerning subjects taken or the number of units in any subject. Chatham believes that the high school student should both prepare herself to do successful work in college and also follow her *own* interests. If a high school student has special interests and abilities in art, music, dance or drama, to name just a few, she should pursue these as much as possible.

Submission of entrance examination scores (College Board SAT, ACT) is optional.* Chatham evaluates applicants as individuals, not as test scores. The College bases its admission decisions on *all* the records submitted by the student, including her written statement on the application form.

Admission procedure for freshmen

The student and the College cooperate throughout the whole procedure of admission. Each party gains enough knowledge to make a reasonable and informed judgment about the other. The College shares with the applicant as much information as possible on academic programs, campus activities, and student life. The applicant supplies the required supporting credentials for her application and keeps the College advised of information helpful in evaluating those credentials. New students are admitted to both fall and spring terms.

To apply for admission:

1. File an application for admission with the Admissions Office, together with a nonrefundable $15 processing fee. The application form may be obtained by writing to the Admissions Office. In cases of extreme financial hardship, the fee may be waived. Fee waiver requests, supported by a recommending agency or counselor, should be made to the Admissions Office.

   Apply early to ensure prompt completion of all preliminary arrangements and credentials. The application date is not considered in selecting candidates, but Freshman Seminar and dormitory preferences are assigned according to the date on which admission applications are received. For full consideration of class and dormitory preference, candidates should apply before March 1 for fall entrance and before January 2 for February entrance.

2. *Optional, but strongly recommended.* Arrange to visit the campus and have a personal interview. Chatham urges each prospective student to come to the campus either before or after filing her application. The College welcomes both prospective students and their families. The best way for a student to learn about Chatham is by touring the campus with a student guide; talking with students, faculty, and staff; and sitting in on classes. Every effort will be made to arrange at least one class visit for student visitors. During the academic year, September to June, candidates may make arrangements in advance with the Admissions Office to stay overnight—as guests of

In rare instances, where a student's records are not complete enough for a full evaluation, the Committee on Admission may require test data. After admission decisions are made, all freshmen will be requested to submit results of the College Board SAT or the ACT. The College will use these scores for general research purposes.

the College—in one of the residence halls. This is a chance to sample student life at Chatham, to attend classes, and to meet faculty members and students.

The Admissions Office, located in the Andrew W. Mellon Center, is open from 9:00 a.m. to 5:00 p.m., Monday through Friday, and on Saturday from 9:00 a.m. to 12:00 noon, September to June. During the summer months, the office is closed on Saturdays. While visitors should make an appointment with the Admissions Office, the College tries to accommodate interested students who happen to drop in. If a student cannot visit the campus, she should arrange for an interview with an Alumnae Representative. (See pages 101-103 for names and addresses of these representatives.)

3. Upon receipt of the application and fee, the College sends the applicant transcript and evaluation forms. These forms should be completed and returned to the College by her principal/counselor and two teachers best qualified to describe her academic ability and motivation. One of the evaluations should be from an English or foreign language teacher. Chatham has a special interest in a candidate's ability to use languages precisely and logically. If a candidate wishes, she may also request an individual with whom she has worked closely in or out of school to submit a fourth recommendation.

4. In February or March, the applicant's credentials are presented to the Admissions Committee for its decision. At this time, the student's record for the first semester of her senior year will be on file.

5. The decision will be mailed to the applicant in March. Accepted applicants are asked to reply and pay a deposit by May 1. Applicants for February admission will be considered early in January; accepted applicants must reply by February 1 at the very latest.

Early Decision Plan

The Early Decision on Admission Plan at Chatham is for qualified high school seniors whose firm first choice is Chatham. While the candidate may apply elsewhere, she agrees to withdraw other applications upon acceptance at Chatham.

An applicant who applies before October 1 of her senior year and whose credentials include her records through junior year, along with her counselor's and teachers' evaluations, may be granted admission and notified as early as November 1. Applicants who apply between October 1 and November 1 may be granted admission as early as December 1. Applicants who apply between November 1 and January 2 may be granted admission when credentials are complete. Decisions on financial aid will be announced simultaneously with decisions on admission, provided a copy of the Parents' Confidential Statement is on file at the College.

For detailed information on the Early Decision Plan, write to the Admissions Office.

Early entrance

Chatham believes that most students profit from four years in secondary school. However, mature and able students who will have finished three years of high school, and who have valid reasons for wanting to move forward, may apply for early admission to Chatham. These candidates should have the support of their parents, teachers, and counselors. The procedure for applying for early admission is the same as for regular admission to the freshman class. The interview is especially important for early admission candidates. These students are requested to come to the campus for informal conversations with the faculty, students, and admissions officer. Under ordinary circumstances, early entrance applicants are not considered under the Early Decision Admission Plan.

Deferred entrance

Accepted students may postpone or defer entrance until the following term or year. The intent

is to give the student more time to clarify her interests and goals, and to pursue volunteer service, independent study, travel, or work.

A deposit of $150, applicable toward fees at the time of entrance, may be made in advance to reserve space in the following term or year.

Financial aid awards will be made the term just preceding entrance. Students needing financial assistance are requested to file the Parents' Confidential Statement by March 1, if planning to enroll in the fall term; or by December 15, if planning to enroll in the spring term.

Credits for Advanced Placement Program

Candidates who have participated in Advanced Placement Program courses of the College Entrance Examination Board are urged to take the Advanced Placement examinations. Chatham grants the equivalent of a year's course credit for grades of 4 or 5 on these examinations. Fulfillment of some introductory prerequisite courses is granted, whenever appropriate, for grades 3, 4, or 5. Students who earn grades of 4 or 5 on four Advanced Placement examinations will be admitted to Chatham at the sophomore level.

Candidates for freshman admission who have satisfactorily completed college liberal arts courses before entering Chatham will receive advanced placement and credit upon submitting an official transcript.

Admission procedure for transfer students

Chatham welcomes the opportunity to discuss the continuing educational plans of transfer candidates, including junior college and community college graduates. Students from accredited colleges may be given advanced standing at Chatham College without examination for the fall or spring terms. Their college records should show above average achievement. The high school record is considered, but greater emphasis is placed on performance at the college level.

Credits for transfer students are converted to Chatham course units by dividing the total number of transferable semester hours of credit by 3.5. When transfer credits are presented in quarter hours, they should first be converted to semester hours by multiplying them by 2/3.

Applicants from non-accredited or newly founded institutions not yet fully accredited should submit results from the College Entrance Examination Board College-Level Examination Program (CLEP). Information about the CLEP program, test center addresses, and costs can be obtained by writing the College-Level Examination Program, Box 1821, Princeton, New Jersey 08540. A student should take both the General Examination and one or more of the Subject Examinations, as determined in advance with Chatham. The examination results, along with the applicant's previous school and college records, will be used in making a final decision.

Students considering transfer to Chatham College for September, January, or February entrance should become familiar with the academic program and graduation requirements. They should also consult with a member of the admissions staff. Transfer students who apply before March 1 will be notified of the decision of the Committee on Admission no later than April 10. Those who apply after March 1 will be notified as soon as possible after all credentials are on file.

An applicant for advanced standing should:

1. File an application on a form obtained from the Admissions Office. Enclose a nonrefundable processing fee of $15.

2. Request the college or colleges previously attended to send directly to the Chatham Admissions Office an official transcript of the work taken up to the time of making application to Chatham. (The College will obtain high school records directly from the school.)

3. Send a marked copy of the catalogue of the college or colleges previously attended, indicating the courses for which Chatham credit is desired.

4. Request the College Entrance Examination Board to forward the results of all Advanced Placement Examination Reports or College-Level Examination Program test results. No new entrance examinations are required, unless specifically requested by Chatham.

5. If at all possible, arrange to visit the campus and meet with a member of the admissions staff and/or faculty.

6. At the close of the semester prior to entrance, request that a final transcript be sent to Chatham by the present college.

See page 39 for information concerning financial aid for transfer students.

Admission procedure for guest students from other colleges

Chatham College welcomes the visiting student from other colleges and universities for either a term, an Interim, or a full year. The student should be in good standing at her own institution and have the written approval of the major academic officer of her college. She should apply at least four weeks prior to the beginning of the term. Tuition, fees, and resident charges, when appropriate, are assessed as for Chatham students. Inquiries should be addressed to the Office of Admissions.

Admission of high school guest students

Chatham College welcomes serious high school students who seek the additional challenge of college-level work while completing their high school program. High school seniors with strong academic records and the approval of their principal or counselor are admitted to selected Chatham courses. A student may attend during the fall, Interim, or spring terms, subject to the availability of space.

High school guest students may enroll for one course unit (3½ semester hours of credit) per term. Students enrolled receive full college credit for satisfactory work. Tuition is charged at one-half the per-unit rate. Interested students should address inquiries to the Director of Admissions.

The Gateway Program

Chatham College welcomes adult women students. The Gateway Program opens opportunities to women who have bypassed or interrupted their college experiences in order to raise families or begin careers; to women who already have a college degree but wish to enrich themselves further; and to women seeking the knowledge needed to enter a new field or develop themselves more fully in their present field.

Such mature students have made profitable use of Chatham's flexible curriculum and small classes, its relations with the city, and its personal attention to students. In recent years, increasing numbers of women have entered Chatham as full-time or part-time, degree or non-degree students. Their success in and out of the classroom has been notable. They have contributed unique insight and maturity to the College, and derived enrichment and confidence from their continuing educational experiences.

Admission to the Gateway Program is uncomplicated. The program is open to women who have not attended a college or university on a full-time basis for at least four years. Each applicant is considered on an individual basis, so that her own goals, qualifications, and problems can be given careful attention. Degree candidates should:

1. Arrange for personal interview with the Gateway Program Director or a member of the admissions staff.

2. File a Gateway Program application form, together with a biographical sketch and a $15 non-refundable application fee.

3. (Optional) Submit any appropriate transcripts, letters of recommendation, or other relevant material.

Degree candidates may apply for financial aid. For their first nine courses, they will be charged one-half the normal tuition. Additional courses, and the final nine courses in fulfillment of degree

requirements, will be charged full tuition.

Adult students who have never taken any college-level courses for credit may be eligible for admission with advanced standing if they take the College Entrance Examination Board College-Level Examination Program (CLEP). Information can be obtained by writing the College-Level Examination Program, Box 1821, Princeton, N.J. 08540. The admissions staff will also be happy to discuss the CLEP program in detail.

Individuals who are not candidates for bachelor's degrees may be admitted on a part-time or full-time basis. Students who wish to explore new interests, test their abilities, or update their knowledge in their major field, are encouraged to apply. Procedures are the same as for degree candidates, except that the application fee is $5.

Non-degree students must achieve a minimum C average in order to continue for a second term. Upon completion of four courses at Chatham, a non-degree student may petition the Committee on Academic Standing to become a degree candidate. The petition may also be submitted at an earlier time to the Office of Admissions, together with a $10 processing fee. If a student is accepted as a degree candidate, all the credits she has earned at Chatham apply toward her degree, and regulations governing degree students become effective.

Readmission

Students who formally withdraw from Chatham, other than those who are on formal leaves of absence, are readmitted under the same procedure described for transfers (See page 25). They should also arrange for a personal interview with the Provost. Completed applications and a $15 fee should be sent to the Admissions Office no later than January 2 for the spring term or June 1 for the fall term. The Committee on Admission gives preference to former students.

Foreign students

Chatham welcomes students from other countries. In recent years, students have come from England, France, Hong Kong, Israel, Kenya, Czechoslovakia, Denmark, Sweden, and Uganda. Some enrolled independently; others have come under the auspices of the Institute of International Education, 809 United Nations Plaza, New York, New York 10017. Foreign students should have their credentials on file with the College no later than January 15 preceding the fall in which they wish to enroll.

Competence in use of the English language is a condition for admission. To evaluate this competence, Chatham requests that foreign applicants from non-English speaking countries take and submit results of the Test of English as a Foreign Language (TOEFL). Information concerning this examination is available from Educational Testing Service, Princeton, New Jersey 08540.

Financial aid available for foreign students is quite limited and rarely includes the full cost of tuition, room, and board.

Academic procedures

Academic credit

The course unit is the unit of academic credit for all courses offered either in the term or the Interim. One course unit, for purposes of evaluation outside the College, is equivalent to 3.5 semester hours. Courses are valued at 1/2, 1, 1½, or 2 course units according to their listings in this Bulletin. Thirty-four course units are required for graduation.

Academic load

The maximum normal academic load is 9 units per year. Students will be charged on a per-unit basis for every course that exceeds this limit (See p. 36).

The minimum normal load is 7 units per year. Students with programs below this limit will be considered part-time, and will also be charged on a per-unit basis.

A program of 5 or more course units in any one term is considered an academic overload. To qualify to take such an overload, a student must be academically well above average. Her academic standing may qualify her automatically, or she may petition the Committee on Academic Standing for permission.

Term of study

The required 34 course units will usually be distributed as 4 units in each of 8 terms, plus at least 2 and at most 4 Interim courses. All full-time students must carry at least 3 course units per term, and they must meet the Chatham residence requirement (p. 11).

Work done *in absentia* will be credited if it has the prior approval of the responsible department or faculty committee and the Assistant Provost. In the case of Interim courses, work must be approved by the Interim Committee and the Assistant Provost.

Grades

The grades in use are:

A = Excellent
B = Good
C = Satisfactory
D = Minimal performance. No more than 4 course units of D can be credited toward the degree. The LP (Low Pass) is equivalent to a D for this purpose.
F = Unsatisfactory performance; no credit.
I = Incomplete work in a course. This is a temporary grade given only when extenuating circumstances prevent completion of all course work on time. Approval of the Assistant Provost is required. Incomplete grades will not be granted for Interim courses.

In order to remove an I grade, a student must complete all required work in the course by the end of the first four weeks of the following term. Failure to do so automatically results in failure in the cours

W = Withdrawal from course with no penalty.
WF = Withdrawal from course while doing unsatisfactory work. (Withdrawal from courses after stated deadlines requires the permission of the Assistant Provost. A fee will be charged for course changes made after specified times (see p. 31).

The Registrar reports all grades and credits earned to all students and their advisers at the close of each term. Grades are not assigned quality points. There are no grade averages, and students are not ranked.

The Pass-Fail system

The student, with the guidance of her adviser, may decide to take a course on a Pass-Fail basis rather than under the traditional grading system. Pass-Fail can relieve some of the academic pressure a student may encounter. It permits her to explore new fields or new levels of knowledge without apprehension about grades. For these reasons, freshmen are encouraged to take all of their first term courses on the P/F basis. But the option remains open to every student in virtually every course.

Students choosing to take courses on a P/F basis will be graded as follows:

P = Pass; minimal value is C
LP = Low Pass; equivalent to D
F = Unsatisfactory; no credit

At registration, the student declares her option to take a course on the P/F basis. She may change this option during the first two-week period of the term.

For a few courses, especially some offered during the Interim, instructors give only P/F grades. For a few other courses required for certification by outside agencies, the P/F option is not available. For a cross-registered course, the student must declare her option to the Chatham Registrar within two weeks of the beginning of the course. Otherwise, P/F enrollment in a cross-registered course is subject to the rules of the host school.

Academic standing

Each student's progress is reviewed at the close of each term. Her academic standing—the level of advancement she has reached, the quality of the work she has completed—should be satisfactory. A student whose work does not meet expectations is not in good academic standing; she may be warned, placed on probation, or dismissed. The Committee on Academic Standing conducts such reviews, and the Assistant Provost notifies the student and her adviser of any action taken.

Honors and awards

Departmental Honors or Program Honors are awarded at graduation to those students who have distinguished themselves in their major field or in special programs. These honors are awarded at the discretion of the student's department or adviser; they are approved by the faculty.

Students may be nominated for the Chatham College chapters of Phi Beta Kappa and Mortar Board.

Special awards are also presented each spring to students who have excelled academically and have made outstanding contributions to college life and to community affairs.

Exemption and credit by examination

A student may be exempted from a course if she shows that she has satisfactorily fulfilled the main objectives of the course. She may also earn credit for a course by demonstrating superior achievement in a special written or oral examination.

To take these examinations, qualified students should apply to the Office of Evaluation Services and the department or faculty member involved. Automatic provisions are made for students who have participated in the Advanced Placement Program of the College Board (see p. 25).

Auditing courses

Full-time students may audit a course with the permission of the instructor. The student decides whether or not the audit will be recorded on her transcript.

If the student wants to have the audit entered into her permanent record, she must meet the same course requirements as students who take the course for degree credit. She must also have the qualifications needed to take an academic overload. The option is restricted to Chatham courses; it does not include independent study. A non-refundable fee of $25 will be charged for each recorded audit.

Registration

Students must register for classes on the date indicated in the College calendar. There is a $15 processing fee for registrations after this date.

Students may add courses to their schedule through the first two weeks of the long terms with the approval of the instructor and the faculty adviser. With the same approval, courses may be dropped through the first four weeks of each of the long terms. No academic penalty is attached to dropping courses during this period.

After this period, the Assistant Provost must approve withdrawal from any course. If the student's work is unsatisfactory when she withdraws, the grade of WF will be entered into her

record. Otherwise, she will be given a grade of W, which carries no stigma.

Courses may not be added after the third day of classes of an Interim, but courses may be dropped through the first week. In all cases, a fee of $5 will be charged for any course change made after the stipulated deadlines.

Exceptions to any of the provisions above can be made only by the Assistant Provost. Requests for exception should be filed through the Registrar.

Attendance

Every student, in coming to Chatham, accepts the responsibility to attend all scheduled meetings of her classes. To get the fullest benefit from her courses, she must participate fully. This implies attending regularly, completing work on time, and making up work missed because of emergency absence.

Absence from final examinations

Unexcused absence from an examination results in a failure in the examination. The Director of Counseling or the Assistant Provost will excuse absence only in case of illness or other serious emergency. In such instances, a deferred examination may be taken at the time set by the Registrar for late examinations. The fee is $10 per course unless waived by the Director of Counseling or Assistant Provost.

Transcripts

Graduates and students are entitled to one transcript of their College record without charge. Each additional transcript will cost $1. Requests for transcripts should be directed to the Office of the Registrar; checks should be made payable to Chatham College. Two weeks are required for processing.

Withdrawal

A student who wishes to withdraw from the College during the academic year must complete the *notice of withdrawal* form, which requires authorization from parent or guardian. She then submits the form to the Assistant Provost or Director of Counseling. Her official withdrawal date is the day on which the form is received by the appropriate officer.

Upon the recommendation of the College physician, the College may request a student to withdraw for reasons of health.

Students who return to the College after withdrawal (except those on leaves of absence) must reapply and be reaccepted for admission. Requests should be sent to the Director of Admissions along with a $15 application fee.

Leaves of absence

Medical

A medical leave of absence for a stated period may be considered instead of medical withdrawal in certain types of illness or injury. The medical leave requires the recommendation of the College physician to the Director of Counseling or the Assistant Provost.

A student requiring a medical absence should get information on procedures and adjustments from the Director of Counseling.

Voluntary

If a student plans to be absent temporarily from the College, she may request a leave of absence for a stated period from the Committee on Academic Standing. She should explain her reasons and plans for this absence in a letter to the Committee. If the leave is granted, the student may return to the College at the stated time without applying for readmission. If necessary, an extension of the leave may be granted. The student is expected to notify the Assistant Provost and pay the $150 deposit by April 20 prior to a fall return, or by December 1 prior to an Interim or spring return.

If students need financial assistance in order to return, they will be given full consideration. Application should be made to the Financial Aid Office.

Other leaves

Students in Junior Year Abroad programs or

other programs approved in advance by the College are considered to be students *in absentia* and are carried on the College roster. They recertify their intent to return by notifying the Assistant Provost and paying the $150 deposit on the appropriate date.

Dismissals

The College reserves the right to dismiss at any time a student who fails to maintain the required standard of scholarship, who fails to make satisfactory overall progress, or whose continuance in college is detrimental to her health or the health of others.

Conduct which violates the stated regulations of the College or which is contrary to the intent of any rules of the College can be considered cause for disciplinary action. At the discretion of the College, this action may include required withdrawal. The welfare of the individual student is the primary concern here, as in all relationships with the College. A special probationary period may sometimes be used if it can contribute to the total development and progress of the student.

Financial procedures

Charges and expenses*

All the fees a student pays cover only 55 percent of the cost of her Chatham education. Private gifts and income from endowment and other sources must meet the difference between the full cost and the actual tuition charges. Parents who are able to contribute further to the cost of their daughter's education are encouraged to do so.

Charges for full-time and part-time students

For purposes of determining charges due, a student attending Chatham for the entire academic year is defined as being full time if she takes between seven (7) and nine (9) units. Those students enrolled in less than 7 units on an academic year basis will be charged on a per unit basis.

For those students enrolled for only one term, or one term and the Interim, a full-time student is defined as one taking between three (3) and five (5) units. For less than three (3) units, tuition shall be charged on a per unit basis.

A part-time student is one who takes fewer than 3 course units in either the fall or spring term (including the Interim) or fewer than 7 units during the academic year.

Resident students

Charges for the year:

Tuition	$2950
Room and board	1540
Student activities fee	60
	$4550

Payable:

By May 1 for new students; by April 20 for returning students	$ 150
On or before August 1 (plus the $50 refundable deposit required of newly registered students)	2155
On or before January 15	2245
	$4550

The College reserves the right to alter charges and expenses in accordance with whatever economic changes may occur.

A tuition may be paid in installments. See p. 37 for details.

Commuting students

Charges for the year:

Tuition	$2950
Student activities fee	60
Day student fee	10
	$3020

Payable:

By May 1 for new students; by April 20 for returning students	$ 150
On or before August 1 (plus the $50 refundable deposit required of newly registered students)	1390
On or before January 15	1480
	$3020

Part-time students

Charges for part time:

Tuition . . . . . $350 per course unit

Payable:

On or before August 1 (fall term).	$350
On or before January 15 (spring term)	$350

The balance is due on or before registration each term.

Special Interim course fees

For regular full-time students who take Interim courses on campus, there are no additional tuition, room, or board costs. Some Interim courses, though, may involve extra expenses for special supplies or for travel.

Students visiting Chatham during the Interim in a one-for-one exchange program will not pay room, board, or tuition charges. If a reciprocal agreement has been made between Chatham and a visiting student's home college, tuition will be remitted without a one-for-one student exchange. However, a $135 charge will be assessed to cover room and board, and a refundable $15 deposit will be required.

In the absence of exchange agreements, visiting

students will be charged $350 per course, and if they wish to live on campus, $185 for room and board.

Other fees

Application for admission $15
The application fee is not refundable and is not credited on any College bill.

Deposit $50
Newly registered students must pay a one-time deposit of $50 on or before August 1 (January 15 if admitted at mid-year). The deposit, less any bills due the College, will be refunded on graduation or withdrawal.

Late registration fee $15
Because of the additional work for the College and special handling involved in registering students after the normal date, a $15 fee is due from late registrants.

Day student fee $10
Day students have voted to assess themselves $10 per academic year to defray costs of their campus quarters.

Student activities fee $60
This fee entitles each student to all student publications, admission to College social events, student-sponsored concerts and lectures, and membership in the Chatham Recreation Association and Chatham Student Government. The fee was established at the request of the Chatham Student Government, and is collected from both residents and commuters.

Overload fee . . . . . $350 per course unit
For all academic programs exceeding 9 units per academic year, there will be an overload charge assessed in the second term. In the case of a program overload preceding a withdrawal, the financial adjustment will be made at the time of withdrawal.

If the student attends only one term, or one term and the Interim, she will be charged the overload fee for all units over 5.

All financial aid recipients with overload charges should see the Director of Financial Aid after the overload is a reality. They will be granted additional assistance—in various forms—to cover the overload charges. (See Academic Procedures section, page 29 for additional details regarding the overload policy.)

Senior *in absentia* fee $350
When a senior is permitted, in some emergency, to complete all or a portion of her senior year *in absentia*, she will be charged a $350 fee. This fee will be waived if the student is enrolled in and paying for the Tutorial during the *in absentia* period.

Applied art fee . . . . . $30 per course unit
Students enrolled in the Art Department's Ceramics and Two-and Three-dimensional Studio courses pay this fee to help defray the cost of materials and supplies.

Student health and accident insurance . . . . . $42 per year
Students are required to have health and accident insurance; they are responsible for making their own arrangements for such coverage. The College offers such insurance with the Continental Casualty Company at $42 for 12 months. Students file claims directly with the insurance agent. Alternate insurance plans are acceptable. The student must provide written proof of alternate insurance coverage if she does not subscribe to the College plan. Questions about the medical insurance program should be directed to the Treasurer.

Infirmary fee . . . . . $6 per day
The resident student's fee covers seven days' care in the College infirmary. Additional days are charged at $6 per day. The student must pay for medicine and for part of the College physician's charges ($5 per visit). The College bills the student for medical charges. (See page 43, Medical services.)

Examination fees $10
A student who fails to take any required examination at the regularly scheduled time must pay a late examination fee of $10. The College does not charge students for any exemption or credit they may earn by examination. When an outside examiner is needed, the student is asked to pay a special examiner's fee.

Audit fee $25
Any student who registers for a course on a recorded audit basis will be charged a non-refundable fee of $25 payable at time of registration. Although an overload fee will not be charged, the academic regulations for overload must be maintained.

Applied music fee . . . . . $150 per course unit
The applied music fee is charged each term for a one hour lesson per week of private instruction in piano, organ, voice, violin, or other instrument. One half-hour lesson per week (one-half course unit) is $75. Students majoring in music may take four course units of applied music without charge in the junior and senior years.

Study Abroad application fee:
Students who apply for Study Abroad programs will be charged a non-refundable fee to cover processing.
Term or year program $25
Summer study program $10
A $5 fee will be charged for each additional application.

Payment of expenses

Statements of accounts are mailed to parents or guardians of students about one month before the due date. Checks should be made payable to Chatham College, and addressed to Chatham College, Woodland Road, Pittsburgh, Pa. 15232, Attention: Treasurer's Office. Payments must be made by the due date. Any unpaid accounts are charged at a rate of one percent monthly on the unpaid balance. No exceptions will be made without written permission from the Treasurer of the College.

Each month during the academic year, students will receive statements of accounts showing charges for Bookstore purchases, Infirmary bills, guest charges, etc. Payment is due within 25 days; charging privileges may be withdrawn if the student account is delinquent. Until all accounts with the College have been settled, a student may not be graduated or receive honorable dismissal, grades, or a transcript of her College work.

All returning students must pay a $150 advance deposit by April 20 each year. This payment is not refundable except to a student ineligible to return because of academic failure. The $150 is applied to charges for the academic year as long as the student registers for courses. A student will forfeit the $150 if she draws for a room in May, but later elects to live off campus.

The advance payment reserves a place for the student in the College. Unless the College knows that a student is returning, it is obliged to open the opportunity to another qualified student. Students entering at mid-term, whether before or after the Interim, pay one-half of the stated rates for the College year. Full-time seniors who attend one term or a term and an Interim in order to complete final degree requirements, will be assessed one-half the annual charges.

Installment payment plans

Some parents or students may prefer to pay tuition and other college fees in monthly installments during the year. This convenience is available through the College, local banks, or various tuition payment plans.

One payment plan offered by Chatham permits payment of tuition and fees in 12 equal installments, April 20 through March 15. Under this plan, financial aid and other anticipated credits (except work assignments) may be deducted from annual charges in calculating the monthly payment. A student or parent should apply for this program before April 20. No penalty or interest is charged if monthly payments are made on schedule. An

application fee of $10 will be charged. If a student attends only one term, she will be charged six monthly payments. The first payment of this plan replaces the April 20 advance payment of $150.

Term charges may also be paid in monthly installments, July 15 through November 15 for the fall term, January 15 through April 15 for the spring term. This plan charges interest at the rate of one percent monthly on the unpaid balance. The advance payment of $150 will still be required by April 20 (May 1 for new students). The application must be filed before July 15. Both the parents and the student must sign a promissory note.

Outside organizations offer other payment plans, including the Insured Tuition Payment Plan, the E.F.I. Fund Management Plan, and the Tuition Plan of New Hampshire.

The Treasurer's Office has further information on all these plans. All arrangements should be completed well in advance of the payment due dates.

If a student has received notification of financial aid, one-half of the award may be deducted from the payment due in August, and one-half from the January payment. Students are paid directly for their work assignment in the College Work Study or Chatham job programs. Student work awards, therefore, should not be deducted from the August or January payments.

Refunds

If a student gives the College written notice of withdrawal before August 1 preceding the fall term (January 15 for the spring term), she will be refunded all advance payments of tuition and room and board, except for the $150 deposit. If she notifies the College after August 1 (or January 15), but before the first day of classes, she will be liable for forfeited charges in the amount of 25 percent of tuition, room and board, and fees. A student who files a notice of withdrawal after the start of classes, but before the conclusion of the fourth week of the term, will be liable for forfeited charges in the amount of 50 percent of tuition, room and board, and fees.

Where payments to date are less than forfeited charges, the difference will be due and payable upon withdrawal. Where payments to date are greater than the forfeited charges, the excess of payments over forfeited charges will be refunded. No refunds or reductions of charges will be made, without exception, after the first four weeks of classes. All refunds must be requested in writing.

For the purpose of computing any refund, a student's official withdrawal date will be the day on which the Assistant Provost or Director of Counseling receives her completed notice of withdrawal.

Financial aid

Financial aid is available to qualified students who could not attend Chatham without it. Financial need is the main criterion used in determining eligibility for assistance. Academic achievement, future promise, and diversity within the student body are used as further criteria when available funds cannot provide aid for all qualified applicants. Financial aid awards range from $100 to $4750 per year. They do not cover special programs such as Study Abroad or the Washington Semester.

Students with need are offered three kinds of financial aid: grant, work, and loan. Awards usually combine all three, but the student can refuse the job, loan, or both. In these cases, the student or parents pay the difference.

For $320 in earnings, a student works about six hours a week, nine hours a week for $480, and twelve hours a week for $640.

Loans are available from the National Direct Student Loan Program. A student may borrow up to a maximum of $5,000 during the first two years of a Bachelor's degree program and a maximum of $10,000 during all years of undergraduate, graduate, or professional schooling. Repayment and interest, at three percent a year, begin nine months after the student ends her studies. The repayment may be extended over ten years.

The debt may be partly or totally cancelled if:

1. the recipient teaches handicapped children full-time or

2. the recipient teaches in public or non-profit elementary or secondary schools which, according to the U.S. Commissioner of Education, have a high enrollment of students from low-income families.

If the borrower is studying at least half-time in the U.S., or at an approved institution outside the U.S., repayment of the loan and interest will be deferred for that period. Repayment is also deferred up to three years when a borrower is a member of the Armed Forces of the United States, or a volunteer in the Peace Corps or VISTA.

The borrower should arrange a schedule of monthly repayments before she leaves Chatham College.

Financial aid for freshmen

Freshmen are awarded financial aid on the basis of their need, academic achievement, and future promise. Applicants for financial aid should complete admission and financial aid forms and return them along with the $15 application fee to the Admissions Office. Chatham College belongs to the College Scholarship Service, which distributes and processes the Parents' Confidential Statement filed in support of the Chatham financial aid application. A student may obtain the Parents' Confidential Statement from her high school guidance counselor.

Financial aid for transfers

Students who enter Chatham with advanced standing are eligible for financial aid as described for freshmen.

Financial aid for upperclassmen

Students must reapply for all financial aid. They may obtain applications from the Office of Financial Aid. A student's initial financial aid remains basically the same, but with annual modifications based on changes in her or her family's resources. The student is also expected to take greater financial responsibility for her education by an increase in self-help, such as work and/or a loan.

All financial aid awards are reviewed each year when the student reapplies, and are renewed if she meets the financial aid criteria.

Students of the three upper classes are eligible for a number of endowed scholarships and scholarships contributed by individuals, groups, and foundations. These scholarships are awarded on the basis of need, academic achievement, and contributions to the Chatham community.

Special criteria programs

College Work-Study, a federal government-sponsored program, lets students earn money toward their college expenses. To be eligible a student must need financial assistance and take at least a half-time course of study. Priority is given to students enrolled full-time.

A student may work on or off campus for public or non-profit organizations. Chatham students work off-campus in diverse areas: working with retarded children, assisting in a museum, working in a community center, contributing to an ethnic newspaper, assisting in a federal agency. This program also operates during the summer.

Educational Opportunity Grants are federal funds made available by the College to students of exceptional financial need. Students must be enrolled at least half-time and be in good standing. When the number of qualified applicants exceeds available funds, students pursuing a full-time course of study are given priority. Grants range from $200 to $1,500 per academic year.

The Minna Kaufmann-Ruud Scholarships were established at Chatham College in 1965 by the Kaufmann-Ruud Foundation. Four or more students with exceptional ability in vocal music will be assisted according to need. Women who

plan to follow careers in the concert, operatic, or teaching fields are given priority. Scholarships range from $100 to $1,000 per academic year.

The Michael L. Benedum Scholarships are made possible by The Claude Worthington Benedum Foundation and Chatham College for outstanding and deserving students. The awards are for West Virginia residents only.

Special programs for students from middle-income families

Charles E. Merrill Scholarships are available to students from middle-income families ($12,000 to $20,000). Stipends range from $100 to $1,000 per year, depending on financial need. Students for whom need cannot be established are named Honorary Merrill Scholars and their subsequent requests for financial aid are reviewed carefully. Selection as a Merrill Scholar is based on exceptional promise of achievement at Chatham, as determined by high school academic records and evidence of talents and interests outside the classroom.

Gilsdorf Scholarships are available for entering freshmen from middle-income families who do not qualify for the usual sources of financial aid, including college, state, and federal funds. Three $1,000 scholarships, renewable for four years, will be awarded on the basis of academic excellence, creativity, and future promise.

CAREER PLANNING
RESOURCE CENTER

College services

Medical services

The College maintains a student infirmary on campus under the direction of the College physician and a resident nurse. The physician is available during specified hours each weekday and is on call for emergencies when contacted by the College nurse. (See p. 36, Infirmary fee.)

A parent's written consent for treatment by the College medical staff is required. Parents electing to have their daughter treated by a physician of their own choice must file a written request with the Infirmary.

All students must have health and accident insurance. The College has planned for such a program with the Continental Casualty Company and recommends it strongly. (See p. 36, Insurance fee.) Alternative plans will be accepted if they offer equivalent benefits.

Counseling services

The Director of Counseling is qualified to discuss a wide range of personal problems with students and will provide referral services when needed. Psychiatric counseling is available through a consulting psychiatrist.

How to get to Chatham

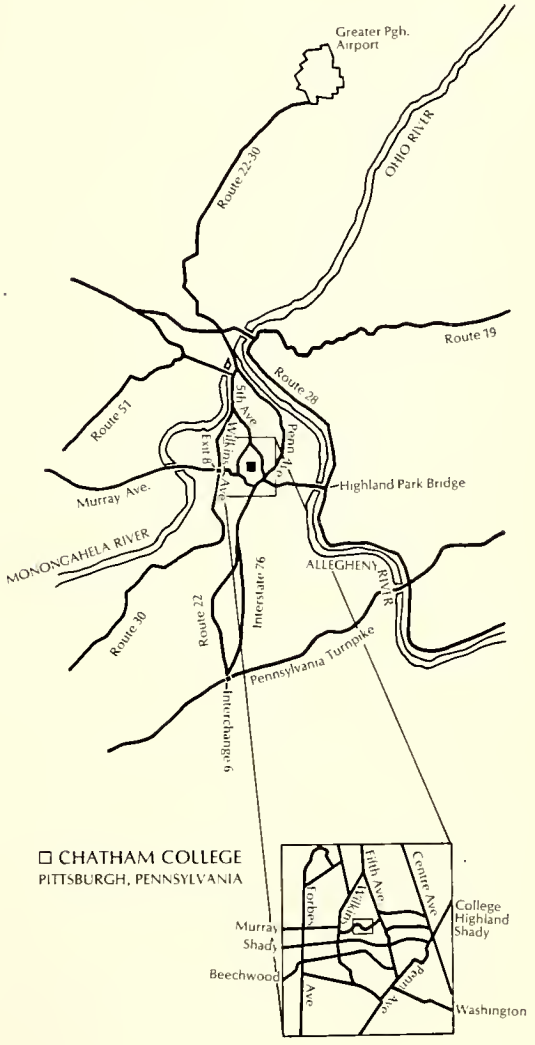
The College campus is 20 minutes by bus or taxi from downtown Pittsburgh and approximately 35 minutes from the airport. An hour should be allowed if visitors plan to use limousine service from the airport.

The Greater Pittsburgh International Airport is served by seven major airlines with more than 300 flights daily to and from most cities in the United States. Flight time between Pittsburgh and Boston, Chicago, New York City, Washington, D.C., Atlanta, and St. Louis is 1½ hours or less.

Drivers coming *from the east and west* should exit the Pennsylvania Turnpike at Pittsburgh Interchange #6 and follow Interstate 376 (Penn-Lincoln Parkway). Continue west on the Parkway through the Squirrel Hill Tunnel and exit immediately after the tunnel at Squirrel Hill Exit #8. Follow exit ramp to first left (Forward Avenue), turn left onto Forward Avenue to first traffic light. Then bear left onto Murray Avenue and proceed through the Squirrel Hill business district until Murray Avenue dead-ends at Wilkins Avenue. Turn right onto Wilkins Avenue and then left after one-half block onto Woodland Road. The entrance is identified by two red brick pillars. Chatham is located on Woodland Road. It is 12 miles from Exit 6 of the Turnpike to the Chatham campus.

When driving to the campus from downtown Pittsburgh or the airport, the best route is the Penn-Lincoln Parkway East (Routes 22 and 30 to Interstate 376). Continue on the Parkway to Squirrel Hill Exit #8 (last exit *before* the Squirrel Hill Tunnel). Follow exit ramp to first left (Forward Avenue), turn left onto Forward Avenue to first traffic light. Then bear left onto Murray Avenue and proceed through the Squirrel Hill business district until Murray Avenue dead-ends at Wilkins Avenue. Turn right onto Wilkins Avenue and then left after one-half block onto Woodland Road. The entrance is identified by two red brick pillars. Chatham is located on Woodland Road. It is 23 miles from the airport to the campus; five miles from downtown Pittsburgh (the Golden Triangle) to the campus.

When coming from the west or south on I-70 or I-79, proceed on I-79 to Penn-Lincoln Parkway East to downtown Pittsburgh. Then follow the directions in the preceding paragraph.



Courses of Study

The departments of instruction are arranged in alphabetical order.

If the numbers of a year course are joined by a hyphen—as Art Tutorial 603-604—the course may not be entered second term and no credit is given until two terms have been completed. If the numbers of a year course are separated by a comma—as Art 101, 102—the course may be entered either term and taken for credit.

Unless otherwise indicated, all courses carry the equivalent of one course unit (3.5 semester hours).

Courses within each department are designated by three-digit numbers. Unless otherwise indicated in the course description, odd-numbered courses are given in the fall term, even-numbered courses are given in the spring term, and courses ending in "0" are given in the Interim term.

The first digit of the course number indicates the level of the course as follows:

7 = Faculty Symposia; open to students with permission of the instructor
6 = Tutorial
5 = Independent Study
4 = Course open to seniors only; to others with permission of the instructor
3 = Course open to juniors and seniors only; to others with permission of the instructor
2 = Course open to sophomores, juniors, and seniors only; to freshmen with permission of the instructor
1 = Course open to any student, providing stated course prerequisites have been met
0 = Course open to freshmen only

In the second digit of the course number, numbers above "6" identify certain programs as follows:

9 = Interdepartmental course
8 = Black Studies course

The College reserves the right to withdraw any course which is not elected by a sufficient number of students. Not all courses are available each academic year. Course schedules should be planned in conjunction with a time schedule available at the Registrar's office.

Departmental Areas

(See also Program Areas)

Art

Major Requirements in Studio Art:

Equivalent of 12 courses, including Art 101 or 102, 113, 133, 134, and the tutorial. The required 100-level courses are prerequisites for most other studio courses, and should be taken before the junior year. Of the remaining six courses, at least one must be in a two-dimensional area and one in a three-dimensional area. Studio sessions normally occur twice a week for three hours each meeting. Students are expected to engage in two hours of independent work for every class hour. Except where indicated, students are expected to supply all materials (see page 36, Applied art fee). Submission of a satisfactory portfolio will be requisite for acceptance into the major program.

Major Requirements in Art History:

Equivalent of 12 courses, including Art 101 or 102, 113, 133, 134, and the tutorial. The student must complete at least one seminar in art history. At least one course at the 200 or 300 level is required in three of the following areas: Ancient, Medieval, Renaissance, Baroque, Modern, and non-Western. Students intending to pursue graduate study in art history are reminded that a reading knowledge of French and/or German is normally required upon entering a graduate program. Courses outside the department, in history, literature, and philosophy of art, are strongly recommended.

100-level courses constitute an introduction to the field, and are designed for freshmen and other students with little or no academic experience in the visual arts.

Studio Courses

101, 102. Drawing.

Using various drawing media, the course will consider some of the problems encountered in creating and understanding a work of art. Emphasis will be placed on perception, means of visual expression, and composition.

113. Fundamentals of Sculpture.

A study of form and space through experimentation in clay, plaster, wood, and metal. Applied art fee.

114. Life Modelling.

A study of the figure as a basis for sculptural expression and design. Prerequisite: Art 113 or permission of instructor. Applied art fee.

117. Introduction to Ceramics.

Techniques of hand-building, throwing, and glazing will be included. Applied art fee.

192. Basic Photography.

A study of the black-and-white photograph; study of and experience with exposure and development of photographic film and paper; study and practice in the photograph as documentation, representation, and expression. Prerequisite: Permission of the instructor.

193. Visual Studies.

The course aims to acquaint the student with the vocabulary of visual communication, to sensitize her to the element of design, and to alert her to the possibilities and limits of illustrating, documenting, and conveying her ideas through visual media. Class meetings will include discussions of shared readings, analysis of graphic and photographic designs, and criticism of student solutions to assigned design problems. Among the subjects for academic, analytical study are such as the following: Bauhaus design principles, design in natural forms, page design, photographic design, type and space, and color vs. black-and-white.

201. Painting: Watercolor.

An exploration of transparent watercolor and its unique characteristics as a painting medium. Prerequisites: Art 101 or 102, 113, 133, 134.

203. Painting: Acrylic.

Concepts of color as structure and as a means toward illusion and expression will be emphasized. Prerequisites: Art 101 or 102, 113, 133, 134.

205. Printmaking I.
An introduction to the techniques and aesthetics of graphic media, including etching, engraving, woodcut, and silkscreen. Prerequisite: Art 101 or 102. Applied art fee.

206. Printmaking II.
An exploration of the expressive possibilities of graphic media. Prerequisite: Art 205. Applied art fee.

210. Raku Workshop.
An intense study of the Raku process. Proceedings from the clay form to the iridescence of the finished product, in this highly unique kind of firing. Other unusual clay and glaze techniques will be explored in conjunction with Raku. Prerequisite: Art 117, or permission of the instructor.

214. Sculpture: Metal.
Fabrication of metal sculpture through welding, brazing, and soldering will be explored. Prerequisites: Art 101 or 102, 113, 133, 134. Applied art fee.

216. Sculpture: Casting Techniques.
The techniques and aesthetic possibilities of non-ferrous metal casting will be explored in a workshop atmosphere. Applied art fee. Prerequisite: Art 101 or 102, 113, 134.

218. Intermediate Ceramics.
A refinement of basic skills will be emphasized. Prerequisites: Art 101 or 102, 113, 117. Applied art fee.

301, 302. Advanced Painting and Drawing.
Prerequisite: Art 201 or 202.

313, 314. Advanced Sculpture.
Prerequisite: Art 214 or 216. Applied art fee.

501, 500, 502. Independent Study.

603-604. Tutorial.

Art History Courses

133. Art Topics.
An introduction to the theory, history, and criticism of the visual arts. Problems of style, media, iconography, and cultural relationships will be discussed, using both historical and current examples.

134. Survey of Western Art.
A topical survey of the major artistic styles and purposes in the Western tradition.

245. Ancient Art.
A survey of the art of the major ancient civilizations of the Mediterranean world up to the fall of Rome. Prerequisite: Art 133, 134, or permission of instructor.

247. Medieval Art.
A survey of European art from the Early Christian through the Gothic periods. Prerequisites: Art 133, 134, or permission of the instructor.

251. Renaissance Art I.
A survey in depth of the development and cross-currents in the art of Southern and Northern Europe from the late 14th century to the late 15th century. Prerequisites: Art 133, 134, or permission of instructor.

252. Renaissance Art II.
A survey in depth of the developments and cross-currents in the art of Southern and Northern Europe from the High Renaissance to the period of the Counter-Reformation. Prerequisites: Art 133, 134, or permission of instructor.

253. Baroque Art.
A survey in depth of the various styles and aims of art in Southern and Northern Europe from about 1600 to about 1750. Prerequisites: Art 133, 134, or permission of instructor.

255. Nineteenth Century Art.
A survey in depth of the major movements in the art of Europe and America from the late 18th century to the end of the 19th cen-

tury. Prerequisites: Art 133, 134, or permission of instructor.

258. Twentieth Century Art.
A survey in depth of the major movements in the art of Europe and America since the end of the 19th century. Prerequisites: Art 133, 134, or permission of instructor.

260. The Surrealist Film.
Surrealism will be examined through its ideal medium, film. Several classic examples of the 1920s and 1930s will be viewed and discussed, as well as some later surrealist-influenced films. Filmmakers such as Bunuel, Cocteau, and Resnais will be presented. Prerequisite: Art 134, or permission of instructor.

336. Seminar in Art History:
Problems in Contemporary Art.
An investigation of the salient stylistic, thematic, and theoretical trends in the visual arts since about 1945, with special attention given to their interaction with other media of expression. Critical analysis of style and methodology of art historical research will also be stressed. Prerequisites: Art 133, 134, or permission of instructor.

352. Seminar in Art History:
Art in the Service of the State.
The political uses of the visual arts from ancient to contemporary times will be examined. Emphasis will be given to recurring themes and modes of expression, particularly in ancient Greece and Rome, the Renaissance and Baroque courts, the French, American, and Russian revolutions, and the totalitarian regimes of the 20th century. Prerequisites: Art 133, 134, or permission of instructor.

501, 500, 502. Independent Study.

603-604. Tutorial.

Biology

Major Requirements:
For the B.A. degree, 13½ course units. The following courses are required: Biology 143, 144, 349, 603-604; one lecture-laboratory course in introductory chemistry, and one lecture-laboratory course in organic chemistry. Electives must include biology courses numbered 200 and above. Physiological psychology may be taken for credit towards the biology major. Biology 143 and 144 may be exempted on the basis of Advanced Placement and/or satisfactory performance on an exemption examination.
For the B.S. degree, 16½ course units. A student must satisfy the requirements for the B.A. degree, and take three additional course units in mathematics, physics, or chemistry.

Non-Major Course Offerings:
Courses numbered in the 100s may be taken by any student and no prerequisites are required. Exclusive of General Biology (143-144), these courses will not count towards the major in biology. The courses in the 100 series are: Biology 120, "Biological Aspects of Sexual Function;" Biology 123, "Nutrition;" Biology 124, "Food: Production, Politics and People;" Biology 140, "Evolution:" Biology 153, "Human Genetics;" and Biology 155, "The Cell."

049. Freshman Seminar: Man Versus Science.
A study of the conflict between man and his rapidly accumulating technology. Topics in the areas of organ transplantation, abortion, population control, genetic engineering, behavioral control, and the prolongation of life will be included.

120. Biological Aspects of Sexual Function.
A course dealing with the biological and physiological functions of human beings. Topics covered will include menstruation, conception, pregnancy, birth, contraception, and abortion. Field trips to local institutions, and speakers on fertility, planned parenthood, and maternal care will be included. Students will be required to complete an in-depth research report on some specific aspect of sexuality.

123. Nutrition.
An introduction to the science of nutrition. Consideration will be given to the nutrients—their composition, functions, metabolism, and sources; food handling and storage; meal preparation and planning; special nutritional needs throughout the life cycle. Integrated with this basic information will be special topics pertaining to diets, organic foods, preservatives, pesticides, feeding the world's population and related concerns.

124. Food: Production, Politics, and People.
An examination of the problems and progress in the general area of world food production. Topics to be examined will include some aspects of the biology and chemistry, harvesting, politics, psychology, and distribution of food.

141. Evolution.
The historical aspects of organic evolution will be studied, but major emphasis will be placed upon the modern genetic theory of evolution as a continuing process. A portion of the course will deal specifically with the biological and philosophical aspects of human evolution. This course is designed for students without previous science courses, but a scientific approach to the subject will be taken. Use will be made of films and museum trips.

143, 144. General Biology.
A study of the principles revealed by living organisms. Three class meetings and two hours of laboratory per week.

153. Human Genetics.
An introduction to biological heredity through consideration of the genetics of man. Advances in the science of genetics are having a profound effect on man's understanding of himself and on his potential for influencing his present and future well being. This course is intended primarily to contribute to the student's general education in these matters, and although certain aspects of genetics will be considered in some rigor, the course is not designed as a substitute for the basic course in genetics.

155. The Cell.
The study of the organization and function of living matter at the cellular level. Topics to be included are cytology, cytogenetics, cell physiology, and cell differentiation. Classes will meet three hours per week to be divided between lecture and laboratory.

201. Invertebrate Zoology.
A study of the systematics, life cycles, and ecology of invertebrate animals. Three class meetings plus four hours of laboratory and/or field work per week. 1½ courses. Prerequisite: Biology 143, 144.

203. Comparative Chordate Anatomy.
A study of the chordate body form in terms of how evolutionary changes, functional adaptations, and morphological modifications have determined its structure. Three class meetings and four hours of laboratory per week. 1½ courses. Prerequisite: Biology 143, 144.

204. Comparative and Experimental Embryology.
A study of the normal developmental processes, supplemented by experiments useful in elucidating mechanisms controlling morphogenesis. Three class meetings and four hours of laboratory per week. 1½ courses. Prerequisite: Biology 143, 144.

221. General Microbiology.
The study of fundamental characteristics of bacteria and related micro-organisms including taxonomy, physiology, and distribution. Three class meetings and four hours of laboratory per week. Prerequisite: Chemistry 103 and 104 and Biology 143, 144. 1½ courses.

222. The Biology of Disease.
Lectures, demonstration, and projects illustrating the mechanisms of departure from the healthy state in living organisms. Explorations of parasitic, nutritional, environmental and inherited diseases of man and animals. Consideration involved in immunity, diagnosis, chemotherapy, and public health. Prerequisite: Biology 143, 144.

223. Plant Physiology.
The physiological and chemical reactions of plants in relation to the environment. Three class meetings and four hours of laboratory per week. 1½ courses. Prerequisite: Biology 143, 144.

224. Botany.
The morphology, taxonomy, and evolution of plants. Three class meetings and four hours laboratory and/or field work per week. 1½ courses.
Prerequisite: Biology 143, 144.

227. Biological Effects of Water Pollution.
Field and laboratory studies of the effects of water pollution on biological systems. Also, expert speakers from industry, the press, state and federal agencies, and academia will be invited to participate. One three-hour meeting per week plus one hour of discussion. Prerequisite: Biology 143, 144.

241. Genetics.
A study of the principles of inheritance in plants and animals. Laboratory exercises and experiments which explore the mechanisms of inheritance. Four hours of laboratory per week. 1½ courses. Prerequisite: Biology 143, 144.

248. Ecology.
A study of the interrelation between organisms and their environment. Three class meetings and four hours of laboratory and/or field work per week. 1½ courses. Prerequisite: Biology 143, 144.

258. Histology.
A microscopic study of tissues and cells relating structure of individual parts to the functioning of living things. Three class meetings and four hours of laboratory per week. 1½ courses. Prerequisite: Biology 143, 144.

301. Animal Physiology.
A study of the functioning of cells, tissues, and organ systems of animals. Three class meetings and four hours of laboratory per week. 1½ courses. Prerequisite: Biology 143, 144.

303. Molecular Biology.
This course includes the tools and concepts of molecular biology. Topics discussed include nucleic acids, enzymes, protein synthesis, metabolic pathways, biosynthesis, and cellular regulation and control. Three class meetings and four hours of laboratory per week. 1½ courses. Prerequisite: Biology 143, 144.

307. Endocrinology.
A survey of the structure and functions of vertebrate endocrine glands will be made, with major emphasis on the physiological processes controlled by hormones. 1½ courses. Prerequisite: Biology 143, 144.

340. Marine Biology.
A concentrated study of pelagic and intertidal organisms in their natural habitat. The course will be held at the Pigeon Key Biological Field Station of the University of Miami, Miami, Florida. Prerequisite: Biology 143, 144.

349. Seminar.
Studies of contemporary biological research literature. Critical survey of research methodology applicable to biological problems. Consultations with local researchers; studies of research facilities. Prerequisite: Biology 143, 144.

354. Special Topics.
Lectures and laboratories in selected areas of contemporary biology. 1½ courses.

501, 500, 502. Independent Study.

603-604. Tutorial.
Prerequisite: Biology 143, 144, 349.

Chemistry

Major Requirements:
B.S. Degree: 15 courses, including the tutorial. Required courses: Chemistry 103, 104, 114, 205, 206, 215, 216, 301, 311, 312, 322, 324, 431, 441, 603, and 604. The following courses outside of the chemistry department are prerequisite to some of the required courses in chemistry: the equivalent of Mathematics 101 and 102; Mathematics 251 and 252 (Physics I and II) for the major. Additional courses in mathematics are recommended. A reading knowledge of a foreign

language is strongly advised (German may be the most useful). B.A. Degree: 11½ courses, including the tutorial. Required courses: Chemistry 101 or 103, 104, 114, 205, 206, 215, 301, 311, 312, 431, 603, and 604. The physics and mathematics courses listed above are prerequisites to some of the chemistry courses.

101. Chemistry.
Observations, hypotheses, theories, and laws dealing with the development of modern chemistry. Three recitations and a two-hour laboratory weekly.

102. Contemporary Topics in Chemistry.
Applications of observations, hypotheses, theories, and laws to selected topics in chemistry. Three lectures and a recitation session weekly.

103. Structural Chemistry.
An introduction to modern chemistry, emphasizing atomic, molecular, and solid state structures. Three lectures, one discussion session, and three hours of laboratory weekly.

104. Elementary Analytical Chemistry.
Theory of gravimetric and volumetric analysis. Introduction to complex solution equilibria, oxidation-reduction equilibria, and electro-chemistry. Three lectures and one recitation period weekly. Prerequisite: Chemistry 101 or 103; Corequisite: Chemistry 114.

114. Quantitative Analysis Laboratory.
Applications of gravimetric and volumetric methods in chemical analysis. Six hours of laboratory and one recitation weekly. Corequisite: Chemistry 104. ½ course.

205. Organic Chemistry.
A study of the preparation, reaction, and properties of the common classes of aliphatic and aromatic compounds. Three lectures and one discussion session weekly. Prerequisite: Chemistry 101 or 103; Corequisite: Chemistry 215.

206. Organic Chemistry.
Organic syntheses, reaction mechanisms, and other theoretical aspects of the subject. Three lectures and one discussion session weekly. Prerequisite: Chemistry 205 and Chemistry 215.

215. Elementary Organic Laboratory.
Synthesis and properties of common classes of organic substances. Six hours of laboratory weekly. Corequisite: Chemistry 205. ½ course.

216. Organic Chemistry Laboratory.
Six hours of laboratory weekly. Prerequisite: Chemistry 215; Corequisite: Chemistry 206. ½ course.

301. Seminar in Current Research Methodology.
Fundamentals in preparation for research in chemistry, including information retrieval. Two recitations per week, with outside assignments for library training. ½ course.

311. Physical Chemistry.
Descriptions of physicochemical systems, thermodynamics and chemical equilibrium, solutions and phase equilibria. Three lectures, one recitation, and six hours of laboratory weekly. Prerequisite: Chemistry 104, 205, and 215, one year of calculus and one year of college physics. 1½ courses.

312. Physical Chemistry.
Electrochemistry, kinetic theory, and chemical kinetics. Three lectures, one recitation weekly, and six hours of laboratory weekly. Prerequisite: Chemistry 311. 1½ courses.

322. Topics in Analytical Chemistry.
Theory of electrical, optical, chromatographic and electromagnetic methods of analysis. Three lectures and one recitation session weekly. Prerequisite: Chemistry 311; Corequisite: Chemistry 312.

324. Instrumental Analysis Laboratory.
Laboratory experience in spectrophotomatic, electroanalytical and chromatographic techniques. Six hours of laboratory per week. Corequisite: Chemistry 322. ½ course.

431. Advanced Inorganic Chemistry.
Modern theories and concepts of atomic and molecular structure, with illustrative material

drawn from various classes in inorganic compounds of current interest. Three lectures and one recitation session weekly. Prerequisite: Chemistry 312.

441. Organic Analysis.
Systematic study of identification of pure organic compounds, involving a review of organic reactions and their application as tests for the presence of various functional groups. Instrumental methods are included. Three lectures and six hours of laboratory per week. Prerequisite: Chemistry 206, 216, and 312. 1½ courses.

501, 500, 502. Independent Study.

603-604. Tutorial.

Drama

Major Requirements:
11 drama courses, including Drama 101, 102, 103, 104, and the tutorial.

001. Freshman Seminar: Form in Performance.
A consideration of the form written material tends to take when designed for performance. Investigation will concentrate on techniques of plotting and characterization, methods of establishing time, place, and atmosphere, and the concept of action in drama.

101, 102. Theatre Workshop.
Voice and movement for the stage. Practice and projects to extend personal capabilities, and when appropriate, background theory. Work second semester leads to a production. ½ course.

103, 104. First Course in Theatre.
A consideration of the main types and styles of drama as well as the various crafts of theatrical productions: scenery, lighting, costume, and acting. Students in this course participate in department productions.

105. Acting I.
Investigation and application of dynamic methods of projecting meaning on stage. Study concentrates on mime, interpretive stage movement, and improvisation.

106. Acting II.
An extension of training exercises into scenes, as well as consideration of selected methods of characterization. Application continues through improvisation but expands to include scenes and one-act plays.

107. Modern British Drama.
A study of plays from Pinero to Pinter.

108. American Drama.
A study of American plays from early Eugene O'Neill to the present. Plays will include works of Maxwell Anderson, Clifford Odets, Thornton Wilder, Lillian Hellman, Arthur Miller, Tennessee Williams, Edward Albee, Megan Terry, and Ed Bullins.

130. Rehearsal and Production.
The work of the course is to produce a distinguished play under rehearsal conditions approximating those of the professional stage. In addition to the production there are lectures by faculty members outside the Drama Department on subjects suggested by the content of the play.

132. Theatre in England.
The class will be based in London and will attend as large a number of productions as the situation permits. Theatre going will be reinforced by talks with British theatre people, where possible, and by preparatory lectures and critiques. If arrangements can be made to attend productions outside London (Oxford, Bristol, Edinburgh, Paris), advantage will be taken.

190. Avant Garde Performing Arts.
After a brief introduction by each instructor of some of the aesthetic principles of contemporary artists, the class will experiment in each of the disciplines, creating their own work of art, with a view toward informal performance. Criteria for critical judgment will derive from the concrete experience of creating and performing music, theatre, and dance in a contemporary idiom and style. Previous experience in music, theatre, and dance is not required. Students interested in film, poetry, and technical aspects of theatre are also welcome.

191. Approach to Creative Dramatics.
A course designed for experimentation with the techniques used in non-scripted improvised theatre, for both children and adults. Course material will consist of readings in the area of improvised theatre and application of these ideas through classroom experiments.

192. Speaking to Inform and Persuade.
A study of the selection of appropriate speech subjects, the gathering of relevant supporting materials, and the effective organization of those materials, with the aim of achieving a clear and responsible style of delivery.

201. World Drama.
Studies in the development of drama from Greek classics to nineteenth century realism.

202. Modern European Drama.
Studies in drama from *Woyzeck* to *Marat/Sade.* Plays will be considered in relation to the theatrical and cultural condition in which they originated and the permanent ideas they express.

208. Contemporary Dramatic Expression.
An exploration of the newer trends in theatrical practice will be made. Consideration will be given to the acting, staging, and interpretive techniques required by contemporary styles in written and non-descriptive forms of dramatic production. Advantage will be taken of experimental Pittsburgh productions by attending and evaluating significant contemporary plays as well as a critical study of written and "scenaric" style scripts. Students should budget up to $10.00 for theatre tickets.

210. Dramatic Criticism.
Systematic and critical review of the important theories of the nature of the theatrical experience. Evaluation of the theories through consideration of selected plays. Study of new concepts of drama and the application of dramatic theories through experimental scripts.

211. Theatre History I.
This course traces playhouses, staging, and the consequent relationship between the play and its audience from the Greek threshing circle to the wooden "O" of Shakespeare.

212. Theatre History II.
This course considers proscenium staging in the French and Spanish neo-classic theatre and continues to the arena and audience participation staging of today.

303, 304. Directing.
Principles of staging. Modifications of conventional presentation such as theatre-in-the-round will be considered. Important directors and their contributions to the theatre will be studied. Problem scenes and short plays will be produced. Prerequisite: Drama 103, 104 and/or 105, 106. First term is prerequisite for the second term.

341. Special Topics in Theatre and Drama.
Advanced studies to be determined by particular student interests and special experiences and competencies of instructor.

501, 500, 502. Independent Study.

603-604. Tutorial.

Economics

Major Requirements:
10 courses, including Economics 101, 102, 321, and the tutorial.
Students interested in continuing their studies in economics are strongly urged to take Mathematics 101, 102, and 110.

100. Introduction to Economics: The Science of Choice.
A one-term course designed to give the student an introduction to the subject matter and concerns of economics. Simple analytical concepts and methods will be taught in the context of exploring selected economic issues. Topics may include the energy crisis, the stock market, and environmental problems.

101. The American Economic System: Macroeconomics.
An introduction to economics. A study of

some characteristics of the contemporary American economy. The concepts of National Income and Output are analyzed and emphasis is placed on factors which influence the level of economic activity including fiscal and monetary policy. Prerequisite: Economics 100 recommended, but not required.

102. The American Economic System: Microeconomics.

The role of the consumer and producer in the economy is studied in the context of the functioning of the price system in different market structures. Emphasis is also placed on the factors which influence the distribution of income (rent, interest, profit, wages) in the economy. Prerequisite: Economics 100 recommended, but not required.

113. Money and Banking.

The following topics are studied: the nature and function of money; the American monetary system and the role of the banking system in creating the nation's money supply; the structure and functions of the Federal Reserve System as the principal agency for monetary control; monetary theory and its relation to monetary policy; current problems relating to the impact of monetary policy on the level of prices and employment. Prerequisite: Economics 101.

211. Seminar: Macroeconomics.

This seminar will provide students with an opportunity to apply the concepts learned in the introductory course to problems facing the American economy. Questions will be raised about government policy goals of growth, stability, and full employment. Investigations will be made into economic aspects of such subjects as automation, poverty, military and defense expenditures, pollution, and urbanization. Students will be encouraged to raise relevant questions of current interest to themselves. Prerequisite: Economics 101.

212. Seminar: Microeconomics.

An intermediate study of the allocation of resources and the distribution of income within various market structures. Insofar as possible, theoretical economic concepts are given operational content, but the main emphasis is on the tools of economic thinking. Prerequisite: Economics 102.

214. Public Finance.

An analysis of governmental revenue, expenditure and debt policies at the federal, state, and local levels and their contribution to efficient resource allocation, equitable income distribution, full employment, and economic growth. Emphasis is on principles and applications of theory. Prerequisite: Economics 101.

218. Labor Economics.

An examination of the economic theory of wage determination and the effects on the labor market of population growth, collective bargaining, automation, and industrial change. Focus will be on the United States labor market, changes in labor force characteristics over time and the economic effect of union and government labor policies. Prerequisite: Economics 101 and 102.

219. International Economics.

Introduction to international trade and finance; an examination of the structure of international trade and the functioning of the international monetary system. Attention will be given to recent crises in these areas and the relationship between the domestic and international economies, including the process of adjustment to Balance of Payments disequilibria. Prerequisite: Economics 101 and 102.

321. History of Economic Thought.

The study of the evolution of economic philosophy and its relationship to the economic system from the Middle Ages. Particular emphasis is placed on the contributions of Adam Smith, Malthus, Ricardo, Mill, Marx, Veblen, and Keynes. Prerequisite: Economics 101 or 102.

501, 500, 502. Independent Study.

603-604. Tutorial

Education

Requirements for Recommendation for State Certification in Teaching:

Students are recommended for Nursery-Third or Kindergarten-Sixth or Secondary Pennsylvania certification after they have satisfactorily completed a competency-based teacher preparation program and the College requirements for the baccalaureate degree. All education students are required to take the National Teacher Examination during their senior year. Pennsylvania enjoys certification reciprocity with an increasing number of states. In those states where reciprocity does not yet exist, students can be certified by meeting the specific requirements of that state.

The required professional program for the secondary level includes the successful completion of a major program, a selected course in statistics, and Education 102, 222, 321, 322, 423. The required professional program for Early Childhood Education (N-3) includes Education 102, 208, 211, 215, 322, 414. The required professional program for Elementary Education (K-6) includes: Education 102, 208, 212, 213, 322, and 413. Students in all programs must earn recommendation by the College for certification. All students are expected to participate in field experiences in public schools throughout the early childhood, elementary and secondary sequences. Close cooperation between the academic departments and the Education Department is utilized to develop the most appropriate course sequence for competency in teaching. Elective courses are offered to enrich the education sequence.

102. Seminar in Education.

Students investigate various roles and functions of the classroom teacher. Teaching behaviors are identified and evaluated with the aid of readings in selected professional literature. Students are expected to develop skills in stating objectives for learning in terms of competencies. Students are required to devote one-half day a week as a teacher aide in the public schools. Not open to first-term freshmen.

191. Approach to Creative Dramatics.

A course designed for experimentation with the techniques used in nonscripted improvised theatre, for both children and adults. Course material will consist of readings in the area of improvised theatre and application of the ideas through classroom experiments. (Enrollment limited to students not engaged in student teaching.)

192. Child Learning Through Movement Performance.

Students give attention to the scope and sequence of child learning through sixth grade; they will have some exposure to the field of physical education, health and outdoor education as it relates to the elementary education curriculum.

208. Communication Skills and the Arts.

Interrelationships among listening, speaking, writing, and reading are investigated. Classroom organizational patterns, materials, and approaches within the total elementary curriculum, and specific techniques for individualizing instruction are studied. The refinement of teaching strategies through microteaching and tutoring individual or small groups of children in cooperating preschools and elementary schools reinforces the theoretical considerations of the course. Visual art, music, children's literature, and other expressive arts which enhance communication are explored. Prerequisite: Education 102.

210. Living and Teaching in Primary Schools in England.

Selected students will spend a month in Norwich, East Anglia, living with English families and working full time as Assistant Teachers in an Infant School, ages 5 to 7, and a Junior School, ages 7 to 11. They will have the opportunity to experience and participate in English modern informal education planning and practice. They will meet in regularly scheduled seminars and workshops in the Norwich Teachers' Centre, and they will have access to local college and university library resources. The stu-

dents will document their living and teaching experiences by recording them in journal form, and through the use of still and movie cameras and tape recorders. The documentation will assist students in identifying, classifying and understanding social, cultural and educational similarities and differences in English and American life. Permission of the instructor.

211. Early Childhood Curriculum.
Students work as teacher aides in a preschool setting while engaging in systematic study of approaches to preschool curriculum and teaching methods. Prerequisite: Education 102. (Conducted at Carnegie-Mellon University.)

212. Elementary School Curriculum.
Students will engage in seminars, accompanied by experiences in the field and will examine and analyze the relationship of school and community. The teaching of subject matter (mathematics, science, music, art, social studies, health, and physical education) will be explored in the larger context of the development of a variety of teaching styles, strategies and the structuring of learning situations. Theoretical approaches, gathered from appropriate readings, will be tested and evaluated through a variety of experiences—microteaching, video taping, tutoring, small group instruction. Emphasis will be on developing the student's self-awareness through experience, study, and analysis. Prerequisite: Education 102, 208.

213. The Elementary School Child.
Opportunity is provided for systematic study of the characteristics of the five- to twelve-year-old child, in terms of his intellectual, social and emotional growth and development.

Students gain experience in the administration, scoring and interpretation of a variety of tests and measurements, and learn how to construct their own informal assessment and evaluation instruments. Through readings, discussion and problem-solving activities, students gain competencies and explore alternative strategies for dealing with: classroom management and discipline, effective uses of time and space, meeting the needs of the exceptional child in the regular classroom, and methods for evaluating and recording individual progress in the informal classroom. A one-half day per week field experience in a public school is required. Prerequisite: Education 102, 208, 212.

215. The Young Child.
The course is structured with emphasis on child development from the pre-natal stages to age eight and includes knowledge of past and current research in the areas of physical, intellectual, social and emotional growth. Educational and social philosophy is stressed for the purpose of establishing objectives. Research and readings emphasize immediate and long range goals for programs nationally and internationally. In addition to classroom experience, students will gain competencies by observing infants and toddlers, participating in conferences with parents and planning programs for the entire age range, plus competency in the area of critical evaluation of tests and methods.

A one-half day per week field experience is required. Prerequisites: Education 102, 208 and 211. (Conducted at Carnegie-Mellon University.)

222. Principles of Secondary Education.
Students analyze the role of the American high school—urban and suburban: goals of its total curriculum and academic disciplines, their structure and modes of inquiry; the adolescent, his characteristics and needs. Students also practice defining appropriate behavioral educational goals for high school pupils. Further skill in the analysis of verbal and non-verbal classroom interaction is developed. The role of reading in the secondary curriculum is investigated. Students spend one-half day per week in secondary schools in cooperation with experienced Pittsburgh teachers. Prerequisite: Education 102.

321. General and Specific Teaching Methods for the Secondary Level.

Students practice effective teaching behavior and techniques for individualization of instruction. Motivation, evaluation of individual goal achievement stated in behavioral terms, and routine school activities are investigated. Video tape recordings assist in self-evaluation of teaching behavior plus the use of interaction analysis instruments. Observation and practical experiences in working in actual classrooms are continued. Specific focus on materials, methods, and curriculum in the student's subject matter specialization field is developed in close cooperation with the academic major professor. Prerequisite: Education 102, 222.

322. Teaching in an Urban Setting.

Juniors and seniors are required to participate in this course which is designed to aid them in exploring the complexities of teaching in an urban setting. Based upon the premise of individualized instruction, each student selects readings, films and tapes to incorporate into a specialized program of study. Dialogues with leaders of community groups within the city stimulate thinking and develop a free exchange of ideas. A field experience in the student's area of competency in an urban setting is provided through cooperation with the Pittsburgh Public Schools. An area of concentration selected by the student and supported by a member of the faculty is the focus of an in-depth study. (See also Black Studies.)

413. Elementary Student Teaching.

Students plan sequential observations and teach at the elementary school level under the guidance of an experienced teacher and a faculty member of the Education Department. Video tape recordings, self-evaluation, conferences with supervising teachers, principal, college supervisor, and academic professors, when appropriate, are a significant part of the course experience. Prerequisite: Permission of the Department Chairman. 2 course units.

414. Early Childhood Student Teaching.

Students plan sequential observations and teach at the early childhood level under the guidance of an experienced teacher and a faculty member of the Education Department. Video tape recordings, self-evaluation, conferences with supervising teachers, principal, college supervisor, and academic professors, when appropriate, are a significant part of the course experience. Prerequisite: Permission of the Department Chairman. 2 course units.

423. Secondary Student Teaching.

Students plan sequential observations and teach on the secondary level. This experience is completed under the guidance of an experienced teacher and a staff member of the Education Department. Weekly conferences and critiques are employed for the student's assistance with the supervising teacher, college supervisor, and the academic major professor. Prerequisite: Permission of the Department Chairman. 2 course units.

501, 500, 502. Independent Study.

Permission of the instructor.

603-604. Tutorial.

English

Major Requirements:

12 courses including the following: the tutorial; three courses in historical periods before 1900 (i.e., 210, 211, 213, 214, 216); two courses in single or comparative authors, including Shakespeare; an upper-level course in expository writing (i.e., 103, 104). English 102 and Freshmen Seminars do not count towards the major.

001. Freshman Seminar: Twentieth-Century Fiction: Artists, Writers, and Composers.

A discussion of selected works in twentieth-century fiction which portray artists, writers, and composers as subjects, and the various arts as themes. Frequent practice in analysis of the elements of fiction and in writing composition.

102. Expository Writing I.
A practical course for students who need to improve their skills in grammar and usage, in digesting and arranging ideas, in marshalling suitable evidence, in illustrating a point, in composing distinct paragraphs, and in commanding various appropriate means of reaching an intended audience. Enrollment limited to 16 students.

103. Expository Writing II.
A continuation of "Expository Writing I," a practical course extending work with the structures of essay forms, prose styles, skills in research , and verbal-visual presentations. (Designed for students who have completed "Expository Writing I" or who command the basic skills it covers.) Enrollment limited to 16 students.

104. Forms of the Essay.
A study of the English essay, formal and informal, academic and belletristic, literary and technical. The course will include frequent written work. Enrollment limited to 16 students.

111. English Poetic Tradition.
Study will involve close analysis of the rudiments of English verse (rhyme, meter, rhythm, metaphor, form, and structure) as they function in a few poems by ten or a dozen major poets. Discussion topics will include the variations played on standard themes, conventions, and forms, the changing attitudes toward poetic diction, and the chronology of the English poetic achievement. The course will call for some oral reading and several brief analyses, and will draw on the resources of the International Poetry Forum. (Recommended for freshmen and sophomores considering a major in English.)

112. Content and Form in Fiction.
A study of the major forms of prose fiction, of the idea of expressive form, and of the mutually qualifying relationship between the idea of a work and the structure in the elements of fiction which the author gives to the work.

130. The Rise of the Novel.
A study of the antecedents of the novel and its development as both a literary form and an expression of currents in the social and intellectual history of the eighteenth century. Readings will include works by such novelists as Defoe, Richardson, Fielding, Sterne, the Gothic novelists, and Austen.

141. Linguistics: An Approach to Language.
An introduction to theoretical and applied linguistics, to what is meant by linguistics as "the science of language." The course is designed to provide an understanding of the history, nature, and functions of language, through a linguistic approach, and with the necessary linguistic tools for furthering that understanding.

210. Early British Literature.
Significant works in England, together with Continental influences upon them from the Anglo-Saxon invasions of Britain until the earliest printing of books in England, Old English epic, lyric, and reflective poetry as they grew from Anglo-Saxon heroic society. Romance, allegory, and satire in relation to the feudal society of the Middle Ages. Beginnings of the drama.

211. Renaissance Literature.
Fundamental ideas in Renaissance cosmology, humanism, neo-Platonism, Reformation, and "new aesthetics." The influence of these ideas on Elizabethan literature, with emphasis on the poems and criticism of Sir Philip Sidney, plays of Christopher Marlowe and Ben Jonson, and poems of Edmund Spenser, John Donne, and John Milton.

213. Augustan Literature.
Significant works in the development of English literature from the Restoration through Blake. Representative poetry, prose and drama of the seventeenth and eighteenth centuries. Primarily for sophomores.

214. Nineteenth-Century Literature.
A study of works representative of important cultural developments in England from romanticism to realism and the Art for Art's Sake movement. Keats, Tennyson, Browning, Fitzgerald, Dickens, E. Bronte, Hardy, Arnold, and Wilde.

215. Twentieth-Century Literature.
Recent contribution to literary tradition in the works of Conrad, Yeats, Joyce, Lawrence, Eliot, Faulkner, and others.

216. Major American Writers: 1800-1855.
A study of cultural developments in America in the first half of the nineteenth century, with emphasis on the writings of Poe, Hawthorne, Emerson, Thoreau, and Melville.

217. Major American Writers: 1855-1945.
A continuation of English 216, with emphasis on Whitman, Dickinson, Twain, James, Faulkner, and Frost.

221. Chaucer.
A study in Middle English of *The Canterbury Tales* and of the minor poems as literary art and as a reflection of English culture of the Medieval period. Prerequisite: English 210 or permission of the instructor.

222. Shakespeare Survey.
An introduction to conventions of Elizabethan drama and to representative examples of the several modes in which Shakespeare wrote.

223. Shakespeare Topics.
Each year focusing on a different aspect of Shakespeare's achievement, the examination of a small number of plays and significant critical studies. Prerequisite: Shakespeare Survey.

231. Nineteenth-Century Poets.
A study of the major works by the chief poets of the Romantic and Victorian eras.

232. Nineteenth-Century Novel.
A study of major nineteenth century English novels both as art and as reflection of the Victorian age.

233. Modern American Poetry.
An inquiry into American poetry today through the major strains in earlier twentieth century poetry: imagism, the esoteric poetry made influential by Pound and Eliot; and the homely, realistic and symbolic poetry with ancestors in Frost and William Carlos Williams. Non-major students by permission of instructor.

235. The Nature of Tragedy.
An exploration of tragedy as a literary mode, as an informing spirit, and as a philosophical problem. The course is concerned largely with drama of the Western world from the Greek tragedians to the present, but includes also critical theories of tragedy and several tragedies in fiction.

236. The Nature of Comedy.
An exploration of comedy as a literary mode, as an informing spirit, and as a philosophical problem. The course will consider the practice of comedy in all literary genres and in other media (notably graphic arts and motion pictures), and the theory of comic composition in the writings of both philosophers and practitioners. Among the writers discussed will be Aristophanes, Boccaccio, Cervantes, Shakespeare, Molière, Wilde, and Shaw, as well as theoretical writings by such as Bergson, Aristotle, Langer, and Frye.

240. Classicism, Romanticism, and Realism.
A study of three major attitudes toward art and life through analysis of Greek drama and comparative European literature and painting of the eighteenth, nineteenth, and twentieth centuries.

243, 244. Imaginative Writing I, II.
A student in this course is expected to present a selection of her work each week for class comment and criticism. In addition, special problem topics are assigned weekly to develop writing skills. Reading concentrates on contemporary prose and verse.

321. Spenser, Donne and Milton.
A study of selected poetry by these figures representing three stages in the history of Renaissance poetry.

322. Seminar: Swift.
An intensive study of works by the greatest prose writer in English neo-classicism.

323. Seminar: Dickens and His Bastard Children.
A study of selected novels by Dickens and of selected twentieth-century fictions which reflect the style and themes of Dickens' novels.

324. Seminar: Melville.
An intensive study of major works by this nineteenth-century novelist.

325. Seminar: Faulkner.
A study of the major representative novels of this twentieth-century author.

327. Seminar: Modes, Genres, Styles.
The seminar will explore such topics as genre theory, stylistic indicators, the nature and operation of metaphor, and related theoretical subjects in the reading and criticism of literature.

338. Principles of Literary Criticism.
A course designed to extend critical abilities and to heighten appreciation of literature and of the art of criticism, by the study of literary theory and critical methods, and by the application of critical principles.

501, 500, 502. Independent Study.
All independent studies must have the approval of the department.

601. Tutorial.
The completion of work begun in an upper-level seminar, the tutorial must have the approval of the department.

603-604. Tutorial.
A course for those students who have not taken English 601.

History

Major Requirements:
11 courses including the tutorial. Unless otherwise stated, courses are open to all classes.

001. Freshman Seminar:
Arthur, "The Once and Future King."
An introduction to college skills, such as oral and written reports, discussions of readings, and use of library resources. The topical concentration is on the medieval English aristocracy and Arthurian literature. Readings will include primary sources, as well as the works of historians, anthropologists and literary critics.

003. Freshman Seminar:
Fiction as History; History as Fiction.
An exploration of the relationship between American literature and American history in an effort to answer the question: what is history? Readings will include fiction by Sinclair Lewis, Ernest Hemingway, John Dos Passos, John Steinbeck, Richard Wright, and William Faulkner; the historical context will be the years between the two World Wars, 1919-1941. Of continuous interest will be the image of women portrayed by these American writers.

501, 500, 502. Independent Study.

603-604. Tutorial.

Introductory Courses

101. The Formation of Europe.
In the context of universal civilization, the emergence of Europe is surveyed from ancient times through early modern times. "Historical thinking" is applied as a means of understanding the human condition. Lectures explain the structure of historical evolution, while class reports and discussion cover "everyday life."

105. The Urban Civilization of Athens and Rome.
The development of the urban society in the ancient Mediterranean world; its political, eco-

nomic, philosophical and social assumptions and practices. A study of contemporary sources, such as Thucydides and Plutarch, as well as works of modern scholars.

106. The Civilization of Europe to 1600.
The process of urbanization in medieval Europe and the rural alternative to urban society, study of contemporary sources, such as *Beowulf* and Machiavelli's *The Prince*, as well as works of modern scholars.

143. Introduction to Asian Civilization.
After a survey of the peoples and languages of India, China, and Japan, the following topics are taken up for comparative study: classical literature, the family system, the reaction to Western civilization, and communism.

151. Introduction to American History.
A survey of American history from its beginnings to the present. Intended for students who want a general introduction and opportunities to pursue individual interests.

Period and Theme Courses

116. The Age of Reason and Enlightenment.
A study of the Age of Reason, the Enlightenment, and the French Revolution, with particular emphasis upon the outlook of eighteenth century men as it was reflected in their political, social, and economic writings and activities. As the cultural and intellectual center of Europe in that age, France is the main focus of this course.

211. History of the Early Middle Ages.
A survey of the West from the fall of the Roman Empire to the advent of the High Middle Ages. Particular stress will be laid on the development of political, economic, and social institutions. Also, Islamic, Byzantine, and Anglo-Saxon history will be dealt with.

212. History of the High Middle Ages.
A topical examination of medieval civilization at its height. Topics will include the origins of towns, feudal monarchy, constitutional government, the papacy, and scholasticism.

213. The Renaissance.
A topical examination of the Civilization of the Renaissance based on Burckhardt's classic interpretation. The topics will include the urban economy, the papacy, the secularization of politics, and humanism.

214. The Reformation.
A topical examination of Europe in a state of transition from the Medieval to the Modern. Topics will include the development of national monarchy, the discovery of the New World, religious strife, and the readjustment of social values.

221. Origins of Contemporary Europe.
The French Revolution, Napoleon and the awakening of Europe. The national-liberal transformation of Europe and the nineteenth-century structure of world peace. Bismarck and the rise of the German Empire. The course analyzes the origins of the twentieth-century world.

222. Contemporary Europe.
The two World Wars, causes of the interwar crisis, the age of facism, the postwar recovery of a divided continent, the emergence and future of the European Community. Twentieth-century Europe is analyzed as an international history with emphasis on the German problem.

231. The Age of the English Revolution, 1558-1688.
The dynamic forces of conflict which contributed to this first great modern revolution. The struggle over governing authority, and the changing attitudes toward government, social order and the nature of authority. The role played by Puritanism will be given special attention. Open to freshmen with the consent of the instructor.

240. Women and Socialism in Eastern Europe.
Eastern Europe's historical background and the socialist idea of emancipation of women

are discussed. The status of women under socialism is studied mainly on the basis of the Czechoslovak experience. Instruction is conducted in a seminar style. Enrollment is limited to 15 students.

241. The Making of Russia.
The formation of the Russian state and nation. Kievan Russia and the Mongol yoke. Moscow as the center of modern Russia. Territorial expansion and Europeanization of the Russian Empire from Peter the Great to the reforms of Alexander II.

242. The Russian Revolution and the Soviet System.
The transformation of the Russian Empire into the Soviet Union. The revolutions of 1905 and 1917. The Soviet Union under Lenin and Stalin. Russia's emergence as a superpower. The post-Stalin era, East-West detente and the problem of liberalization.

254. History of the American Revolution, 1763-1787.
This course will consider the relationship between Britain and the American colonies, and the conditions within the various colonies during the revolutionary era. Particular attention will be given to the causes, consequences, and complexities of the revolution. This course is designed to focus in depth upon the crucial formative aspects of our nation's history, and the framework of ideas which undergird these events.

256. The Age of Civil War and Reconstruction.
The period covered is from the 1830s to the end of Reconstruction in 1877. The issues discussed include the Old South, slavery, abolitionism, "manifest destiny" and the Mexican War, causes and consequences of the Civil War, Lincoln's presidency, Radical Reconstruction, and the early women's rights movement.

257. The Roots of Modern America, 1877-1932.
The political, social, and cultural history of the United States during its transition from frontier to modern industrial society. Themes examined include alienation, youth rebellion, the Black ghetto, the women's movement, corporate power, centralized government, and American intervention abroad.

258. Modern America, 1933-Present.
The political, social, and cultural history of the United States since the "New Deal" of Franklin D. Roosevelt. Topics include the Great Depression, World War II and the Cold War (home and abroad), the turbulent 1960s, Watergate, Black nationalism and the feminist movement. Since the recent past requires continuous reinterpretation and updating, the emphasis of the course changes from year to year.

Special Topics

130. British Architecture and Related Social History.
The purpose of this course is to examine the evolution of British architecture from the earliest times until the present, and to consider the social implications of various emphases in building. Extensive use will be made of color slides to illustrate the subject matter.

133. The Growth of English Representative Government.
The development of governing institutions and the nature of popular participation in government. The legal system, constitutional monarchy, parliamentary supremacy, responsible government and democracy have all been realized through a long process. This course examines these institutions and the dynamics of their growth.

138, 139. The Role and Status of Women in Historical Perspective.
An examination of the condition of women in Western Society, past and present. Among the principal topics are the nature and extent of the socialization process, the problems and consequences of prevailing sexual role playing, and some of the scholarship which is challenging long held assumptions about women.

150. The American Indian.
An introduction to the history, culture, and attitudes of American Indians. Field trips, movies, guest lectures, and reading seminars.

160. Past, Present and Future.
An introduction to the nature of change (primarily technological and scientific) and human response to the challenge of change. After establishing an historical frame of reference, the course will examine forecasts of prominent authorities in the field of "futurology." A major objective will be to identify and evaluate one's personal values as a basis for decision-making in a rapidly changing society. Readings, discussions, guest speakers and films.

185. Afro-American History I.
An examination of some of the major political, social and economic developments in the unfolding of the Black experience on the African continent and in the United States to 1865. Aspects of the Black experience to be investigated will be: the social-psychological impact of European penetration upon traditional African societies; slavery in the colonial and ante-bellum periods. (See also Black Studies.)

186. Afro-American History II.
An examination of some of the major political, social and economic developments affecting the Black experience since 1865, giving attention to the Civil War period: abolitionism and revolt; the Civil Rights crusade; and the Black Power Movement. (See also Black Studies.)

208. The City in History.
A survey of the development of the city and urban civilization from the ancient city state to the modern nation state. The emphasis is on the role of technology, economic and political structure, and planning.

351. Seminar: American Foreign Relations.
The foreign policy of the United States as a superpower. Causes and consequences of World War II and the Cold War, American intervention in the Third World (including the Korean War and the Indochina War), the arms race and the military-industrial complex, detente with the Soviet Union and China. Special attention to American-Russian relations.

Mathematics

Major Requirements:
12 courses in mathematics, including the tutorial. Although no specific sequence of courses is required, a student should give attention to course prerequisites in planning a program of courses. Plans for graduate study, teacher certification, or other vocational goals should also be taken into account. In addition to the offerings of the department, certain courses may be taken for credit at other colleges and universities in the area under the cross-registration program.

Courses in related subject matter are recommended: e.g., logic, the natural sciences, philosophy, and the social sciences. A student intending to pursue graduate study should acquire a reading knowledge of several foreign languages, in particular, German, French, or Russian.

101. Elementary Calculus, Physics, Applications I.
Principles of measurement and data analysis. Formulation of mathematical models. Examples drawn from physics, economics, biology, and psychology. Coordinate systems. Introduction to relations, functions, and vector calculus. Development of Newtonian theory of motion. Introduction to computer programming. Selected topics in the history and philosophy of science and mathematics. Three lecture-discussion periods and one laboratory period per week. Prerequisite: Two years of college preparatory mathematics.

102. Elementary Calculus, Physics, Applications II.
A continuation of Mathematics 101. Study of properties of the elementary functions. Differentiation, anti-differentiation, and integration are applied to the solution of derivative equations and other problems arising in physics,

economics, biology, and psychology. Mathematics of growth and decline. Approximation techniques, Taylor polynomials. Three lecture-discussion periods and one laboratory period per week. Prerequisite: Mathematics 101 or equivalent.

105. Introduction to Modern Mathematics I.
History and logical development of the real and complex number systems. Concepts of set theory. Mathematical induction. Comparison and inequality. Measurement and approximation. Equations and inequations. Introduction to functions, coordinate geometry, and graphs. Techniques of problem solving and discovery in mathematics. Prerequisite: Two years of college preparatory mathematics.

107, 108. Calculus, Models, and Decisions I, II.
Gathering and organizing information. Formulation of mathematical models for the solution of problems in economics and management. Introduction to the computer. Relations and functions. Sequences and series. Linear programming. Decision making techniques. Differential and integral calculus with applications to problems of economics and management. Prerequisite: Two years of college preparatory mathematics. It is highly recommended that Mathematics 110 be taken previously or concurrently.

110. Elementary Statistics.
Introduction to data processing machinery. Statistical measures and distributions. Decision making under uncertainty. Application of probability to statistical inference. Linear correlation. Introduction to non-parametric statistical methods. Application to problems drawn from the natural and social sciences. Prerequisite: Two years of college preparatory mathematics.

115, 116. Problem Seminar.
Participants meet together once weekly along with members of the mathematics faculty to consider, discuss, and develop solutions for mathematical problems drawn from problem anthologies, the problem sections of mathematical periodicals, or other sources. Offered as student interest develops. ½ course.

217, 218. Mathematics Seminar.
A study of some specialized topic in mathematics not ordinarily treated in one of the regular offerings of the department. Staff members and enrolled students meet once weekly for discussions. Enrollment by permission of the department staff. Offered as interest develops. ½ course.

221. Linear Algebra.
Finite dimensional vector spaces; geometry of R^n; linear functions; systems of linear equations; theory of matrices and determinants. Prerequisite: Mathematics 102 or 108 or equivalent.

222. Intermediate Analysis.
An introduction to multivariate calculus using vector spaces; partial differentiation and multiple integration; calculus of vector functions; applications to extremum problems and differential equations. Prerequisite: Mathematics 221 or equivalent.

227, 228. Advanced Analysis I, II.
Topology of R^n, limits, continuity, differentiability; the Riemann integral; functions of several variables; uniform convergence, infinite series, Taylor series; improper integrals, multiple integrals; differential geometry and vector calculus; introduction to functions of a complex variable. Prerequisite: Mathematics 221 and 222 or equivalent.

241, 242. Abstract Algebra I, II.
Elements of modern abstract algebra and advanced treatment of linear algebra with applications to geometry. Algebraic systems. Prerequisite: Mathematics 221 or equivalent.

251, 252. Physics I, II.
Mechanics, thermodynamics, electromagnetism and electronics, modern physics, mathematical physics. Prerequisite: Mathematics 101 or 102 or equivalent. Three lecture-discussion periods and one laboratory period per week.

255. History and Philosophy of Mathematics.
Historical development of mathematical concepts and theories. Investigation of the nature of mathematical thought. Prerequisite: Mathematics 101 or 105 or 107 or equivalent.

331, 332. Geometry-Topology-Analysis I, II.
A study of the interrelations of basic algebraic, geometric, and topological structures. Differential geometry. Topology of function spaces. Applications to the theory of differential equations. Prerequisite: Mathematics 227, 228, 241, 242 or equivalent. (Some of these courses may be taken as corequisites.)

501, 500, 502. Independent Study.

603-604. Tutorial.

Modern Languages

All freshmen are expected to take the language placement examination(s) given in September. All students are welcome in any language course, except tutorials, subject to prerequisites.

Major Requirements in French:
12 courses in French, including the tutorial. Freshman seminars, French 101, 102, 103, 104, and 191 are not considered part of the major. The following 9 courses are required of majors: French 205, 207 or 208, and 219; Prose I or Poetry I, Poetry II and III, Theatre I and II. French majors in the education sequence are also required to take French 205 and 209 before the senior year. Students may, with the permission of the department, exempt one or more of these course requirements by demonstrating proficiency.

Major Requirements in German:
10 courses in German including the tutorial. German 101, 102 are not considered part of the major.

Major Requirements in Spanish:
10 courses in Spanish including the tutorial. Spanish 101, 102 are not considered part of the major.

French

001. Freshman Seminar:
Feminism and Existentialism.
A study of woman and of woman's situation according to the Paris school of existentialism. The course will comprise extensive study of the works of Simone de Beauvoir, including "The Second Sex" and "The Blood of Others," an introduction to the philosophy of Jean-Paul Sartre, and readings and discussion from other feminist writings. Previous study of French not necessary. Given in English.

101, 102. Elementary French.
The fundamentals of grammar, reading, and pronunciation. The conversational approach is stressed. Classes meet four hours a week.

103, 104. Intermediate French.
A continuation and review of grammar, along with readings in aspects of French civilization and representative literary texts, with practice in spoken and written French. Prerequisite: French 102 or placement examination.

111. Modern French Readings.
Primarily for freshmen and upperclass students not majoring in French. A study of selected works of the nineteenth-century Romantics, Realists, Naturalists and of the leading authors and intellectual movements of the twentieth century. May not be substituted for Prose III. Prerequisite: French 104 or placement examination.

130. French Language and Culture.
The program entails travel to France or to a French-speaking country. The student will live with a family for a period of approximately four weeks, during which time she will accompany the family on trips to neighboring cities and historically significant areas. She will attend theatre productions, films, and social engagements as well as participate and, at times, assist in household activities. A written account (following a pre-determined outline) of the student's observations and experiences will be submitted upon her return to Chatham College, and it will be corrected and rewritten under the

guidance of her French instructor. The program is especially recommended for a student's first experience abroad; the more experienced student may want to take advantage of a recognized established Interim program abroad. Prerequisite: Permission of instructor.

140. Paris: The Study of a City.
A study of Paris as the ever-prevailing center of French culture and civilization: its role in French life and history; its growth and development; its political, economic, and artistic importance; city-planning and 20th-century urban problems; decentralization. Profiles of the city: its inhabitants, its geography, architecture, museums, schools, theatres, parks, restaurants; its municipal government, transportation, industries, commerce, tourism. Teaching materials: slides, brochures, maps, newspapers, illustrated books and magazines. Individual research explorations. May apply to French major and may replace French Civilization. Given in English. Students taking the course for major credit required to do outside readings and reports in French.

150. Writers of the Negritude Movement.
A course treating the origin and development of the Negritude movement in the Caribbean Islands, the United States and West Africa. An attempt will be made to show the series of chain-reactions that took place within predominantly Black inhabited areas around the world once the call to action was launched. Authors will range from Leon Damas and Claude MacKay to Leopold S. Senghor and Langston Hughes. Given in English and/or French according to the language background of the students enrolled. Not considered part of the French major.

191. The French Art Song.
A study of the history, development, and repertory of the nineteenth and early twentieth centuries "mélodie," with analyses of the literary texts and their musical settings. Class demonstrations where possible. Recommended for voice students. Given in English. Not considered part of French major. Prerequisite: One year of French.

205. Grammar and Composition.
An intensive course in written French, emphasizing grammar and style. Translation from English texts and free composition. Prerequisite: French 104 or placement examination.

207. Conversation.
Conversation, discussion, and debates on topics of timely interest, reinforced by short written resumés, stressing accuracy of expression and using a practical, up-to-date vocabulary. Prerequisite: French 104 or placement examination.

208. Conversation.
Class discussions based on short literary texts, accompanied by oral and occasional written reports; may serve as introduction to advanced courses in French literature. Prerequisite: French 104 or placement examination.

209. French Phonetics.
The theory and practice of French pronunciation. Required of teaching option majors, who may substitute this course for 207. Prerequisite: French 104 or placement examination.

212. Prose I. Writers from 1500-1700.
A study of selected prose writings of the major literary figures of the 16th and 17th centuries, including novels, essays, letters, memoires, and works of moral persuasion. Prerequisite: French 207, 208, or placement examination.

213. Prose II. Writers from 1700-1850.
A study of selected prose writings of the major literary figures of the 18th and 19th centuries, including novels, *contes*, *lettres philosophiques* and dramatic theory. Prerequisite: French 207, 208, or placement examination.

214. Prose III. Writers from 1850-1950.
An examination of the major literary movements of the mid-nineteenth and twentieth centuries, including representative novelists, short story writers, and theoreticians. Prerequisite: French 207, 208, or placement examination.

215. Poetry I. Poetry from Villon to Baudelaire.
The history and development of French poetry from the Renaissance to the Romantic era. Prerequisite: French 207, 208, or placement examination.

216. Poetry II. Poetry from Baudelaire to Apollinaire.
Detailed study of representative poems from *Les Fleurs du Mal,* the Parnassian and Symbolist poets, and early 20th century notables. Prerequisite: French 207, 208, or placement examination.

217. Theatre I.
Theatre from the Middle ages to 1700.
The history and development of the French theatre from its beginning to the end of the 17th century, with emphasis on selected plays of Corneille, Racine, and Molière. Prerequisite: French 207, 208, or placement examination.

218. Theatre II. Theatre from 1750-1950.
A comprehensive study of the nineteenth century theatre and its transformation and development into the present-day "theatre of the absurd." Readings range from the revolutionary *Préface de Cromwell* and *Hernani* of Hugo through *Ubu Roi* of Jarry to a major representative work of Beckett and Ionesco. Other dramatists such as Musset, Becque, Giraudoux, Anouilh, Sartre, and Camus will be treated. Prerequisite: French 207, 208, or placement examination.

219. French Civilization.
The cultural heritage of France: the interrelation of its customs, institutions, arts, and letters. Prerequisite: French 207 or placement examination.

221. Seminar: Explication de Texte.
A study of the French method of literary analysis. Oral and written presentations based on prose and poetry selections from the sixteenth century to the present time. Recommended for majors. Prerequisite: French 208 or placement examination.

222. Seminar: French Literary Criticism.
A study of major French authors as seen by French literary critics from Stendhal to the members of "la nouvelle critique" of the present day. Prerequisite: French 208 or placement examination.

241. The Seventeenth Century Theatre.
The history and development of the French theatre of the seventeenth century, with emphasis on selected plays of Corneille, Racine, and Molière. Prerequisite: French 208 or placement examination.

245. The "Philosophes."
A study of the major works of Montesquieu, Voltaire, Diderot, and Rousseau, including their letters, novels, *contes,* and plays. The course aims to clarify the "esprit philosophique" which characterizes the French Age of Enlightenment. Prerequisite: French 208 or placement examination

248. Four French Poets.
The dramatic passage of French poetry from the nineteenth to the twentieth century, renewing itself in concept, vision, and performance, as revealed in selected works of Verlaine, Rimbaud, Eluard, and Apollinaire. Prerequisite: French 207 or placement examination.

254. Seminar: West African Literature.
A course designed to acquaint the student with some of the masterpieces of contemporary West African literature, while stressing the origin, importance, and later preponderance of the "negritude" movement. Seminar in form, requiring extensive outside reading, oral reports, and discussion. Given in French. Prerequisite: French 208 or placement examination.

255. The Contemporary Novel.
Selected writings from twentieth century novelists such as Alain-Fournier, Proust, Colette, Cocteau, Mauriac, Malraux, Sartre, Camus, Queneau, Genet, and Robbe-Grillet. Prerequisite: French 208 or placement examination.

501, 500, 502. Independent Study.

603-604. Tutorial.

German

101, 102. Elementary German.
The fundamentals of grammar, reading, and pronunciation. The conversational approach is stressed. Classes meet four hours a week.

103, 104. Intermediate German.
A continuation and review of grammar, along with readings in aspects of German civilization and representative literary texts, with practice in spoken and written German. Prerequisite: German 102 or placement examination.

117. German Literature through Film and Recorded Performances.
Major literary works of the nineteenth and twentieth centuries which have been made into films will be studied through a comparison of the written texts with the film adaptations and/or recordings of dramatic performances. Some of the major works to be included are by Keller, Doblin and T. Mann. Prerequisite: German 104 or placement examination.

130. German Language and Culture.
The program entails travel to Germany, Austria, or Switzerland. The student will live with a family for a period of approximately four weeks, during which time she will accompany the family on trips to neighboring cities and historically significant areas. She will attend theatre productions, films, and social engagements as well as participate and, at times, assist in household activities. A written account of the student's observations and experiences will be submitted upon her return to Chatham College and it will be corrected and rewritten under the guidance of her German instructor. This Interim experience is also available in July; in the July program students will be accompanied to Europe by their instructor. Prerequisite: Permission of the instructor.

140. Intensive Conversation and Grammar Review.
A limited number of students will meet four times per week for not less than three hours per day to engage in general German conversation with a native speaker, discussions in German on current events, German scrabble games, formal discussion of fine points of German grammar, and viewing and discussion of German films. Prerequisite: Permission of the instructor.

190. Dostoevsky and Kafka in Translation.
An introduction to the works of the two writers and a comparative analysis of major themes which are common to both. Major works of both writers will be read and discussed with particular attention devoted to Dostoevsky's *Notes from the Underground,* and Kafka's *Metamorphosis.* The student will write a paper or an essay on one or more aspects of the works of Dostoevsky and Kafka which appear to invite comparative or individual interpretation.

205. Grammar and Composition.
An intensive course in written German, emphasizing grammar and style. Translation from English and free composition. Prerequisite: German 104 or placement examination.

207, 208. Conversation.
An intensive course in spoken German. Devoted to developing acceptable pronunciation, increasing vocabulary, and improving fluency through discussion of literary texts. Prerequisite: German 104 or placement examination. (See Carnegie-Mellon course offerings.)

211, 212. Survey of German Literature.
An introduction to the development of German literature from the Old High German period to the present. 211: from the 9th to the 19th century, with emphasis on the Courtly period, Baroque, Enlightenment, Storm and Stress, and Classicism. 212: the 19th and 20th centuries, with emphasis on Romanticism. Poetic Realism, Naturalism, Impressionism, and Expressionism. Lectures are in German; discussions are in

German and English. Papers and examinations may be written in German or English. Prerequisite: German 104 or placement examination.

215. German Civilization.
The cultural heritage of Germany: the interrelation of its customs, institutions, arts, and letters. Prerequisite: German 104 or placement examination.

220. Seminar.
Studies in particular areas of German literature of culture. A study of selected German dramas from the Storm and Stress period to the present, including works of Goethe, Schiller, Grillparzer, Hebbel, Schnitzler, Frisch, and others. Readings will be coordinated with professional recorded dramatizations on tape or on film. The German Novel as represented by works of Thomas Mann, Franz Kafka, Hermann Hesse, and Max Frisch. Prerequisite: German 212 or permission of the department.

245. The Classical Period.
An introduction to the historical and cultural background of the Classical period. Reading of representative works of Lessing, Wieland, Goethe, and Schiller. Prerequisite: German 212 or permission of the department. (See Carnegie-Mellon course offerings.)

250. German Romanticism.
A study of the Romantic Movement in Germany with particular attention to the works and theories of the Schlegel brothers, the Grimm brothers, Tieck, Novalis, Brentano, Eichendorff, and Hoffman. Prerequisite: German 212 or permission of the department.

255. Modern German Literature.
A study of the leading German writers of the twentieth century, including Mann, Hesse, Rilke, Hofmannsthal, Frisch, and Böll. Prerequisite: German 211, 212 or permission of the department.

290. Concept of the Artist in German Philosophy and Literature.
A seminar involving intense reading and discussion of Kant, Hegel, Schopenhauer, Nietzsche and Mann. Emphasis will be placed on student involvement through discussion and short papers.

501, 500, 502. Independent Study.

603-604. Tutorial.

Russian

001. Freshman Seminar: Russian Masterpieces in Translation.
Representative works of the great Russian writers of the nineteenth century: Pushkin, Lermontov, Gogol, Turgenev, Tolstoi, and Dostoevsky.

101, 102. Elementary Russian.
The fundamentals of grammar, reading, and pronunciation. The conversational approach is stressed. Classes meet four hours a week.

103, 104. Intermediate Russian.
A continuation and review of grammar, along with readings in aspects of Russian civilization and representative literary texts, with practice in spoken and written Russian. Prerequisite: Russian 102 or placement examination.

126. Russian Masterpieces in Translation.
Representative works of the great Russian writers of the twentieth century, including Chekov, Pasternak, Solzhenitsyn, Gladkow, and prose writings of the Symbolist movement.

127. Dostoevsky in Translation.
A comprehensive study of Dostoevsky's works beginning with his first novel *The Poor Folk* and culminating in *The Brothers Karamazov.* The general development of Dostoevsky's philosophy of life as well as his artistic techniques will be analyzed in depth within the context of such works as *Crime and Punishment, The Idiot* and *The Possessed.*

128. Solzhenitsyn in Translation.
A study of Solzhenitsyn's major works against the historical and political background, beginning with *One Day in the Life of Ivan*

Denisovich, and including *The First Circle, Cancer Ward,* and *Gulag Archipelago.*

129. Tolstoi in Translation
A study of Tolstoi's works, beginning with his first novel, *Childhood,* and progressing to such masterpieces as *War and Peace* and *Anna Karenina.* Some of Tolstoi's philosophical and religious works will also be read and analyzed.

190. Dostoevsky and Kafka in Translation.
(See course description under German 190.)

205. Grammar and Composition.
An intensive course in written Russian, emphasizing grammar and style. Translation from English and free composition. Prerequisite: Russian 104 or placement examination.

207. Conversation.
An intensive course in spoken Russian. Devoted mainly to developing acceptable pronunciation, increasing vocabulary, and improving fluency through the discussion of literary texts. Prerequisite: Russian 104 or placement examination.

211, 212. Survey of Russian Literature.
An introduction to the literature of the nineteenth and twentieth centuries. 211: Pushkin through Chekov, the Golden Age, the great realistic novelists, the short story. 212: Gorki through Yevtoushenko—fifty years of Soviet literature. Lectures and discussions of the texts and of the social, cultural, and political background. Emphasis on conversation, idiom, and composition. Prerequisite: Russian 104 or placement examination.

501, 500, 502. Independent Study.

Spanish

101, 102. Elementary Spanish.
The fundamentals of grammar, reading, and pronunciation. The conversational approach to reading is stressed. Classes meet four hours a week.

103, 104. Intermediate Spanish.
A continuation and review of grammar, along with readings in aspects of Spanish civilization and representative literary texts, with practice in spoken and written Spanish. Prerequisite: Spanish 102 or placement examination.

130. Spanish in Mexico.
The program entails travel to Colima, Mexico, where the students will study the Spanish language and culture under the direction of their Spanish instructor, who will accompany the group. Participants will be housed at the Hacienda el Cóbano and, for approximately one week, in a hotel in Colima. The program will emphasize social contact with the people of the village of El Cóbano and the city of Colima. Classroom sessions will stress the conversational use of Spanish. Field trips to the University of Colima (The Museum of Anthropology and History) and to the beach at Manzanillo are included, in addition to other field trips which will be planned as opportunities and funds permit. Prerequisite: Permission of the instructor.

205. Grammar and Composition.
An intensive course in written Spanish, emphasizing grammar and style. Translation from English and free composition. Prerequisite: Spanish 104 or placement examination.

207, 208. Conversation.
An intensive course in spoken Spanish. Devoted mainly to developing acceptable pronunciation, increasing vocabulary, and improving fluency through the discussion of literary texts. Prerequisite: Spanish 104 or placement examination.

209. Spanish Phonetics.
The theory and practice of Spanish pronunciation. Required of teaching option majors. Prerequisite: Spanish 104 or placement examination.

211, 212. Introduction to Spanish Literature.
An introduction to Spanish literature through representative authors in their historical and social context. Lectures and discussions of texts supplemented by practice in oral and written Spanish. Prerequisite: Spanish 104 or placement examination.

215. Spanish Civilization.
The cultural heritage of Spain: the interrelation of its customs, institutions, arts, and letters. Prerequisite: Spanish 104 or placement examination.

217. Spanish American Literature.
An introduction to the most significant literary works of Spanish American literature. Emphasis is placed on the Colonial and Revolutionary periods, the Romantic literary theories, the realist novel, Modernism, and the contemporary period. Prerequisite: Spanish 212 or placement examination.

219. Literature of Central America.
An introduction to the literature of Central America of the twentieth century. Prerequisite: Spanish 212 or placement examination.

241. Spanish Literature of the Golden Age: Drama.
The major works of Lope de Vega, Tirso de Molina, Calderón de la Barca, and their contemporaries. Prerequisite: Spanish 212 or placement examination.

242. Spanish Literature of the Golden Age: Non-Dramatic.
Selected readings in prose and poetry with emphasis on the works of Cervantes, Lope de Vega, Quevedo, and Góngora. Prerequisite: Spanish 212 or placement examination.

251. Spanish Literature of the Nineteenth Century.
A survey of the principal writers and literary movements of Spain in the nineteenth century, with emphasis on the development of the novel. Prerequisite: Spanish 212 or placement examination.

255. Spanish Literature of the Twentieth Century.
The main trends in the drama, novel, and poetry since 1900. Prerequisite: Spanish 212 or placement examination.

501, 500, 502. Independent Study.

603-604. Tutorial.

Other Department Offerings

101, 102. Elementary Italian.
The fundamentals of grammar, reading, and pronunciation. The conversational approach is stressed. Classes meet four hours a week.

103, 104. Intermediate Italian.
A continuation and review of grammar, along with readings in aspects of Italian civilization and representative literary texts, with practice in spoken and written Italian. Prerequisite: Italian 102 or placement examination.

Music

Major Requirements:
14 courses, including the tutorial. Students majoring in music are required to take Music 101, 102, 103, 104, 105, 106, 123, 124, and four courses in applied music and the tutorial.
All majors in music must demonstrate keyboard ability in audition by the performance of specified material, such as the chorale harmonizations of Bach or their equivalent, no later than the end of the sophomore year. Secondary piano instruction is offered for this purpose, if necessary, at the financial responsibility of the student. For students majoring in music, four course units of applied music may be taken in the junior and senior years without fees.
(See page 37, Applied Music fee.)

Materials of Music

101. Materials of Music I.
A study of scales, intervals, triadic structures in progression and phrase organization correlated with development of aural, keyboard and writing skills.

102. Materials of Music II.
Extended harmonic structures, modulation, and chromatic alteration, the writing correlated with harmonic analysis and further development of aural and keyboard facility. Prerequisite: Music 101 or equivalent.

203. Materials of Music III.
Study of chromatic harmonic techniques with analysis of the styles of the important composers of the nineteenth centuries. Further development of aural and keyboard facility coupled with creative writing. Prerequisite: Music 102 or equivalent.

204. Materials of Music IV.
Study of contemporary techniques with analysis of the styles of the important composers of the twentieth century. Creative writing with further development of aural and keyboard facility. Prerequisite: Music 203 or equivalent.

305, 306. Counterpoint.
Two and three-part melodic technique in combination, chorale ornamentation, canon, invention, and elements of the fugue. First term is prerequisite for the second term.

History and Literature of Music

103. Seminar in General Music.
General musical terminology and the enjoyment of Classical music. Music as a means of communication. Study of melodic patterns, rhythmic design, texture, dynamics, timbre, and form within the music of many styles and periods.

110. Problems in the Performance of Twentieth Century Music.
Group study and presentation of selected contemporary works centering on, but not restricted to, music for the piano. (Other instrumentalists are invited to participate.) Emphasis on more progressive tendencies, their philosophic orientation and unique production problems (e.g., non-traditional notational systems, technical innovations, etc.). Anticipated is attendance at performances of contemporary music, including discussions with performing musicians and composers, wherever possible. Contrast with at least one other style period through the study of representative music literature. Prerequisite: Literacy in music.

111. Music through the Renaissance.
Discussion of music before 1600 including primitive music, the music of ancient Greece, monophony, the beginnings of polyphony, and the vocal and instrumental music of the Renaissance.

112. Music in the Americas.
The development of music in the new world showing the interaction of native contribution such as jazz or folk music on a transplanted European culture.

113. Baroque Masters: Bach and Handel.
A comprehensive view of representative and particularly significant music of these composers with emphasis on the stylistic features of the Baroque period.

114. Viennese Classical Music.
Study of representative works by Haydn, Mozart, and Beethoven encompassing the significant features of eighteenth and early nineteenth century music.

115. Opera through the Nineteenth Century.
An examination of opera as a combined art form beginning with its origin in Italy and including significant contribution of the lyric theatre in Europe and America.

116. The Solo Song.
A concentration on the large body of musical literature for the solo voice with emphasis on Italian repertoire, German Lieder, folk and popular song, and the contemporary art song, with the aid of performance demonstration where possible.

117. Opera in the Twentieth Century.
An examination of the opera of modern times with emphasis on the contributions of American composers.

118. Music of the Nineteenth Century.
A presentation of important orchestral and choral works of the Romantic period.

119. Contemporary Music.
A study of stylistic tendencies and experimental developments in music of the twentieth century, both European and American.

120. Basic Harpsichord Techniques.
Development of the basic techniques requisite to musical performance on the harpsichord. Attention will be given to the practical aspects of tuning and servicing the instrument as well as to the acquisition of the special technical and musical equipment necessary for the realization of the most accessible repertoire. Both group and individual study will be involved. Prerequisite: Permission of the instructor.

121. Non-Western Music: The Hunters.
Study of music as used in selected primitive societies including American Indian, Eskimo, and African groups.

122. Non-Western Music: The Musicians.
An investigation of some of the music of the Eastern Hemisphere, including Japan, Southeast Asia, China, and India. Open to non-majors.

124. Music Journalism.
A study of writing about music and its performance from the reportorial point of view. A consideration of the qualifications of the music writer and of the criteria of reportage. Included will be readings in the history and aesthetics of music and analysis of selected criticism. Class projects will involve attendance at concerts in Pittsburgh and will aim at the development of writing skills.

126. Pianos, Pianists, and Piano Playing.
A consideration of the activity of musical performance on the pianoforte including a survey of the development of the instrument and of the distinguished pianists of the past and present. Special attention will be given to the written literature for the piano as well as to the tradition of improvisation, including the contribution of the Black jazz musician.

128. Bach, Beethoven, Wagner, and Stravinsky.
An approach to the understanding of Western music through intensive discussion of the work of four major composers ranging from the Baroque Age to the present.

190. Avant Garde Performing Arts.
After a brief introduction by each instructor of some of the aesthetic principles of contemporary artists, the class will experiment in each of the disciplines, creating their own work of art, with a view toward informal performance. Criteria for critical judgment will derive from the concrete experience of creating and performing music, theatre, and dance in a contemporary idiom and style. Previous experience in music, theatre, and dance is not required. Students interested in film, poetry, and technical aspects of theatre are also welcome.

191. Seminar: The French Art Song.
A study of the history, development, and repertory of the nineteenth and early twentieth centuries "melodie," with analyses of the literary texts and their musical settings. Class demonstrations where possible. Recommended for voice students. Given in English. Not considered part of French major. Prerequisite: One year of French.

223, 224. History of Music.
The growth and development of music as an art. Music as a part of the whole of civilization. A study of representative works of all periods leading to an understanding of the music itself. First term is prerequisite for the second term.

Applied Music

Development of musical and technical facility to enable the intelligent and artistic performance of representative compositions of all periods and styles. One course in applied music involves a one hour lesson per week plus a minimum of eight hours practice per week. A ½ course involves a one-half hour private lesson per week plus a minimum of four hours practice per week.

131, 132. Voice.
Sec. A ½ course. Sec. B 1 course.

133, 134. Piano.
Sec. A ½ course. Sec. B 1 course.

135, 136. Organ.
Sec. A ½ course. Sec. B 1 course.

137, 138. Violin.
Sec. A ½ course. Sec. B 1 course.

141, 142. Viola.
Sec. A ½ course. Sec. B 1 course.

143, 144. Orchestral Instruments.
Sec. A ½ course. Sec B 1 course.

151, 152. Choir.
Preparation and performance of a wide variety of choral literature for both women's and mixed voices. Three two hour rehearsals per week. ½ course.

153, 154. Instrumental Ensemble.
Preparation and performance of chamber music for various ensembles. ½ course.

501, 500, 502. Independent Study.

603-604. Tutorial.

Philosophy and Religion

Major Requirements:
10 courses in philosophy including one introductory course, Logic (Philosophy 119), at least three courses in the history of philosophy sequence, and the tutorial. The tutorial in philosophy will consist of a paper and examination by three members of the faculty. Students planning to major in philosophy should take at least one of the introductory courses in philosophy and logic before enrolling in other courses in philosophy.

Philosophy

013. Freshman Seminar:
Life, Education and Justice.
An examination of the purpose of human existence, the aims of education within that purpose, and the role of social justice as it pertains in particular to women.

101. Introduction to Philosophy:
The Quest for Self.
An examination of the concept of self-identity and its relation to the social context in which the self emerges. Emphasis will be placed on discovering the unity of our contemporary experience and the philosophic questions of our tradition. Discussions will center on selected works of Hesse, Anouilh, Plato, Kierkegaard, Tillich, Whitehead, and Nietzsche.

111. Introduction to Philosophy:
Logical Problems.
The course will begin by teaching a student to recognize an argument and to use elementary techniques of logic to evaluate arguments. The role of logic in scientific methodology will be examined. Finally the student will analyze traditional arguments offered in support of and against statements of religious belief.

113. Introduction to Philosophy:
Philosophical Issues I.
An introduction to philosophy primarily for freshmen. Readings, lectures and discussions focused on some of the perennial problems of philosophy. The course will examine such issues as the relation of mind and body, the nature of knowledge, freedom and determinism, the existence of God, immortality, and moral responsibility.

119. Logic I.
An introductory study of classical and modern logic.

120. Logic II.
An introductory study of topics in modern symbolic logic, inductive logic, and logic of the scientific method. Prerequisite: Philosophy 119.

200. Biomedical Ethics.
This course is concerned with the ethical issues which have arisen from recent biomedical innovations, or which may arise from future innovations. Topics will be chosen from among the following: new definitions of death and humanness, killing vs. letting die vs. vigorous

treatment of the terminally ill or severely malformed; allocation of scarce medical resources; organ transplantation; experimentation on human subjects; population control; genetic engineering; new and projected techniques of human sexual and asexual reproduction and their possible effect on the institutions of sex and the family; the psychiatric control of human behavior. Class discussion will be supplemented by guest lecturers with medical or legal expertise in the areas under discussion.

218. Advanced Introduction to Philosophy: Problems in Knowing and Being.

May be taken as either a second course in philosophy or as a first course by sophomores, juniors and seniors. Lectures, readings, and discussions will explore problems of knowing and being as treated by Plato, Aristotle, St. Augustine, Hobbes, Immanuel Kant, William James, and Martin Heidegger.

223. History of Philosophy: Ancient Philosophy.

An exploration beginning with Homer of the Greek sensibility as the beginning of Western culture and as it relates to contemporary thought. Discussion will center on selected works of Homer, Parmenides, Heraclitus, Plato, and Aristotle.

224. History of Philosophy: Medieval Philosophy.

An exploration beginning with Dante of Medieval consciousness in its attempt to unify the Greek and Judeo-Christian traditions. Basic issues such as faith, philosophy vs. theology, the existence of God, revelation, and mysticism will be discussed as they appear in selected writings of Augustine, Anselm, Bonaventura, and Aquinas.

225. History of Philosophy: From Descartes to Kant.

Readings, lectures, and discussions in the philosophy of the seventeenth and eighteenth centuries. The philosophers considered include Descartes, Hobbes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant. Open to juniors and seniors or to others who have completed a freshman seminar or an introductory course in philosophy.

226. History of Philosophy: The Nineteenth Century.

An exploration of the origins and developments of Existentialism and Marxism as seen through selected writings of Hegel, Schopenhauer, Marx, Kierkegaard, Nietzsche, and Freud.

228. Philosophical Problems in Feminism.

An examination of the philosophic problems raised by feminism, in particular the question of the interrelation of the religious, cultural, and political approaches to a philosophy of feminism. Readings will include both feminist thinkers, such as Daly and Rowbotham, and the traditional philosophers from whom they draw, such as Tillich, Nietzsche, and Marx.

230. Law and Morality.

The seminar will consider whether or not legal interference with behavior which is, by certain standards, immoral, is justifiable. Current philosophical, religious, and legal literature addressed specifically to this question will be discussed. Specific areas of conduct over which this question arises and which may be considered: birth control; abortion; polygamy; censorship of obscene speech, literature, and films; prostitution; adult sexual relations; suicide and euthanasia. A related concern is that of the rights of the state with regard to the individual whose moral or religious conscience puts him into conflict with state directives. The legitimacy of civil disobedience, conscientious objection and selective conscientious objection is at issue.

234. Seminar: Kierkegaard.

The course will have a two-fold purpose: 1) a critical analysis of Kierkegaard's thought, and 2) a presentation of the instructor's alternative view which suggests the primary difficulties in Kierkegaard's Christianity. Topics of central concern will be existence, language, truth, and

love. Prerequisites: Two courses in philosophy and/or religion, or permission of the instructor.

236. Seminar in Existential Philosophies of Art.
Intensive study and discussion of the theories of art proposed by such existential philosophers as Nietzsche, Sartre, Camus, and Heidegger.

251. Philosophy of Art.
Readings, lectures, and discussions on philosophical problems raised by the arts. Among the concepts critically examined are art, creativity, beauty, truth, and standards of judgment.

254. Philosophy of Religion.
A critical consideration in lectures and discussions of philosophic approaches to religious experience and concepts. Among the topics considered are the religious experience, the existence of God, morality and religion, art and religion, and the truth of religion.

257. Contemporary Philosophy.
A seminar on selected readings from twentieth century philosophers and their relation to the most significant trends of philosophic thought. Open to juniors and seniors or to others who have completed a freshman seminar or an introductory course in philosophy.

259. Existentialism.
An exploration beginning with Dostoevsky's *Notes from the Underground* of the existential philosophies through selected writings of Dostoevsky, Kierkegaard, Nietzsche, Jaspers, Tolstoi, Camus, Sartre, and Heidegger.

261. History of Ethical Theory.
An examination of the historical development of ethical theory from Plato and Aristotle to John Dewey. The relation of ethical theory to metaphysics and politics will be examined. Lectures, readings, and discussion.

272. American Philosophy.
The course is concerned primarily with the thought of the men who constitute the so-called classic American philosophers: Royce, Peirce, James, Dewey, and Santayana. Open to sophomores who have completed one other course in philosophy.

274. Seminar in Susanne Langer.
Intensive reading and discussion of the writings of America's most distinguished woman philosopher. The seminar will focus primarily on Ms. Langer's philosophy of art.

283. Asian Philosophy.
Philosophical, social, and religious ideas of the Asian peoples as expressed in their great books and manifested in modern intellectual movements. Lectures and extensive reading of classics in English translation. Prerequisite for sophomores: Permission of the instructor.

290. Concept of the Artist in German Philosophy and Literature.
A seminar involving intense reading and discussion of Kant, Hegel, Schopenhauer, Nietzsche and Mann. Emphasis will be placed on student involvement through discussion and short papers.

302. Seminar: Immanuel Kant.
An intensive examination of certain parts of *The Critique of Pure Reason.* Some attention will also be given to the sources of the Kantian problems as well as the ethical writings.

501, 500, 502. Independent Study.

603-604. Tutorial.

Religion

115. The Relevance of the Old Testament.
An historical and critical study of the literature of the Hebrew Scriptures with an analysis and evaluation of their literary forms, institutional structures and historical systems and values; special attention will be paid to the relevance of the ethical values to modern society.

151. The Comparative Study of Religion.
A phenomenological examination and comparison of some of the major themes and categories in the religious thought of East and

West. Topics such as ultimate reality, man, history, salvation, knowledge will be studied.

155. Introduction to Religion in the West.
An examination of the beliefs and practices of the various traditions of Judaism and Christianity. Attention will be given to Scriptural foundations, historical development, and the encounter with modern culture. Prerequisite for freshmen: Permission of the instructor.

157. World Religions I.
A study of the major characteristics of the religious traditions of the world. Particular attention will be given to the Eastern religious traditions of Hinduism and Buddhism. Consideration will be given to the primitive rites of man as well as to "revealed religions" such as Islam, Judaism and Christianity. Included will be an attempt to become familiar with the various disciplines and methods involved in scholarly investigation of religious phenomena.

158. World Religions II.
Post Biblical Judaism and its relationship to Christianity and Islam.

162. The Prophetic Literature.
An intensive study of the Hebrew prophets, their lives and messages, together with the historical and contemporary impact each has had. Careful attention is given to the phenomenon of prophecy in ancient and modern forms, using a variety of approaches and authorities. Prerequisite: course in Old Testament or in New Testament or major in department or permission of instructor.

184. The Development of the Black Church.
The development of the Black church in America with particular emphasis on the evolutionary process from the invisible Black church to the organized Black church. The major socio-political implications of the Black church as expressed by its most important provocateurs will be examined. The major figures to be studied in context will be: Nathaniel Turner, Edward Wilmot Blyden, Absalom Jones, Richard Allen, David Walker, and Bishop Henry McNeal Turner. Also a brief look at the African heritage embodied and preserved in the Black church via style of worship, and the spirituality expressed through the medium of music. (See also Black Studies.)

232. Religion and Morality.
A study of the interaction between religion and morality focusing on contemporary concerns and problems. Attention will be given to understandings of the self, the nature of values, the question of ethical objectivity and decision making and to selected issues in personal and social ethics.

342. Modern and Contemporary Christian Thought.
A study of the development of Christian theology from the Enlightenment to the present, including such writers as Kant, Schleiermacher, Kierkegaard, Barth, Bultmann, Tillich, and Niebuhr. Open to sophomores with permission of the instructor.

501, 500, 502. Independent Study.

Physical Education

192. Child Learning Through Movement Performance.
A course designed to analyze and experience movement as it relates sequentially from children to adults. Course materials will consist of theories of development, perceptual motor learning, tension control techniques, teaching methods, and psychosocial aspects of play.

290. Movement Components in the Open Classroom.
Will provide a mechanism for student observation, interaction, and teaching in local schools. Movement components will include activities such as ball handling, parachutes, and locomotor skills. Prerequisite: Physical Education 192 and permission of instructor.

Sports

111. Archery and Bowling.
Basic skills and techniques will be taught through the analysis of body movement, scientific and mechanical principles, and their implications to the particular sport. ½ course.

114. Fencing.
Footwork and foil work skills essential to a fencing bout will be studied. The concept of strategy is emphasized relative to skill level and performance of movement and coordination patterns. ½ course.

115. Golf.
Knowledge of golf techniques and skills; strategy of the game. ½ course.

117. Racket Techniques—Tennis, Badminton, Paddle Tennis.
Skills, strategies, rules, and concepts essential to racket games with special emphasis on badminton and tennis. Participation in and observation of each sport is essential. ½ course.

119. Skiing—Conditioning and Techniques.
Exercises designed to improve overall physical fitness and endurance with special emphasis on knee and leg strength. Basic concepts of skiing techniques through the use of turf skis and dry-land skis. ½ course.

121. Self-Defense.
Introduction to the Oriental art of self-defense with special emphasis on falls, throws, and escape techniques appropriate for use by women. ½ course.

123. Tumbling and Floor Exercise.
Basic skills and progressions of stunts and tumbling. As skills are acquired, emphasis will be on the development of a floor exercise routine which combines tumbling with ballet and aerial skills. Body control will be stressed. ½ course.

151. Swimming—Aquatic Skills.
Emphasis on swimming and safety skills in water environment leading to further participation in aquatic activities as sailing, boating, canoeing, water skiing, surfing, and skin and scuba diving. ½ course.

152. Advanced Life Saving—American Red Cross.
Skills lead to safety in, on and around water in order to care for oneself and the rescue of others. Prerequisite: Swimming skill test and permission of the instructor. ½ course.

153. Water Safety Instructor—American Red Cross.
Methods of teaching swimming skills to others with emphasis on safe and skillful contact in, on, and around water. Prerequisite: 17 years of age plus Red Cross Advanced Life Saving and/or permission of the instructor. ½ course.

218. Intermediate and Advanced Tennis.
Emphasis will be upon the volley, advanced serves, lob, overhead smash, half volley, drop shot, drop volley, and slice. Practices and matches will be played incorporating these strokes into each student's game concept. Prerequisite: Physical Education 117 and permission of the instructor. ½ course.

254. Gymnastics.
Introduction to skills and techniques involved in trampoline work and the balance beam. Emphasis on body control and balance. Skills taught according to progressive difficulty. Prerequisite: Physical Education 123 and permission of instructor. ½ course.

Dance

141. Introduction to Modern Dance.
For beginners. Course will include elementary technique, improvisation and simple problems in composition based on the elements of dance (space, time and force). Stress will be on the communicative aspects of dance movement. ½ course.

143. Modern Dance II.
For intermediates. Intermediate technique, improvisation and choreography. ½ course. Prerequisite: Introduction to Modern Dance or permission of the instructor.

146. Dance in Society.
Will deal with the relationships of dance to the societies from which it developed historically. It will raise such questions as: what function does it serve, why certain styles developed, when and where they did, what is the relationship of dance to other arts, what effect does dance have on society?

147. Women in Dance.
History and current status of women in dance as dancers, choreographers, teachers, therapists, film-makers, and notators. Problems of women in dance.

190. Avant Garde Performing Arts.
After an introduction on aesthetic principles of contemporary artists, the class will experiment in each discipline, creating works of art, with a view toward informal performance. Critical judgment will derive from the concrete experience of creating and performing contemporary music, theatre and dance. Experience in music, theatre and dance is not required. Students interested in film, poetry, and technical aspects of theatre are also welcome.

501, 500, 502. Independent Study.
½, 1 course.

Political Science

Major Requirements:
11 courses in political science, including the tutorial. All majors must take Political Science 211 plus four of the following five 100-level courses: Political Science 101, 103, 104, 105, 108.

001. Freshman Seminar:
Religion and Politics in America.
This seminar will examine past and present situations in which public authorities have attempted to regulate religious groups and activities, and situations in which religious groups have attempted to utilize the state to achieve religious ends. The course will consider the development of religious and political thought in the United States as well as more current problems involving church and state, including: the role of religion in public schools, control by the state of the parochial school, public aids to religious groups, state efforts to restrict certain religious practices and various efforts by religious groups to enact their views into law.

101. American Political Processes.
This course provides an introduction to the major elements of American politics: political parties, interest groups, decision-making bodies, and constitutions. These elements will be viewed in the context of present and predictable future forces of change operating in American society, and the demands which societal change is placing and will place upon the structure and operations of political institutions.

103. Introduction to Comparative Politics.
An introduction to the theories and concepts employed in comparative political studies, with an emphasis on the political institutions and processes of the major governments of Western Europe. Developing and non-democratic political systems will also be considered.

104. Introduction to International Relations.
A survey of significant patterns and trends in 20th century world politics; modes of conducting relations among nations; instruments for promoting national and supranational interests; controls over international disputes; current problems of economic and political interdependence.

105. Introduction to Political Thought.
An introductory exploration of the fundamental normative questions of politics. It will examine the various methods of political thought and especially the range of solutions to the problems of authority, obedience, freedom, equality and

justice in such theorists as Hobbes, Locke, Rousseau, Burke, and Marx.

108. Political Behavior.
An examination of patterns of political socialization, political attitudes, and types of political participation (from voting to violence) in the U.S. Emphasis will be placed on differences in political learning, attitudes, and behavior which are due to sex, ethnicity, and social class.

200. Civil Rights of Women.
A study of the evolving Constitutional rights of American women through an examination of recent federal and state laws and court decisions. Particular consideration will be given to the "Due Process" and "Equal Protection" Clauses of the Fourteenth Amendment, the Civil Rights Act of 1964, and the proposed Twenty-Seventh Amendment as each relates to: employment, abortion, family planning, jury service, public assistance, and legal status. No previous courses in Political Science are necessary, and non-political science majors are especially encouraged to enroll.

201. The American Judicial Process.
This course examines the politics, processes and policies of the American legal system. The operations and characteristics of state and federal trial courts, court officials, and correctional institutions will be examined both through literature and through field observation. Court policy-making will be related to contemporary problems of political justice. Prerequisite: Political Science 101 or permission of the instructor.

202. Civil Liberties.
An exploration of the evolving meaning and scope of individual rights which are protected by the U.S. Constitution. This will be done through an analysis of court decisions and through application of legal principles to hypothetical fact situations. Prerequisite: Political Science 101 and sophomore standing, or permission of the instructor.

207. Western Political Thought I.
A critical examination of the chief political philosophers from Plato to Machiavelli. Included will be a survey of the origins of political thought in Greek philosophy, the new dimensions of community in Stoic and Roman thought, and Machiavelli and the new study of politics.

208. Western Political Thought II.
A survey and analysis of major American and European political thinkers from Hobbes to the present. The development of liberal thought is given special emphasis.

211. Methods of Political Research.
An introduction to the logic of social inquiry, research design, and methods of data collection used in behavioral political and social research. Topics to be covered include experimental and ex post facto research design plus techniques of surveys, observation, simulation, and content analysis. Students will construct their own survey research designs. Prerequisite: one 100-level course in Political Science or Sociology-Anthropology.

212. Elementary Statistics and Computer Analysis in Political and Social Research.
An introduction to elementary applied statistics and computer data analysis as used in behavioral political and social research. Students will collect survey research data from their own empirical research projects, and analyze this statistically using pre-packaged computer programs. Prerequisite: Political Science 211 or Sociology-Anthropology 207.

216. Urban Politics.
An examination of the political organization and political processes in metropolitan areas in the U.S. Topics include the role of the city in the federal system, metropolitan reorganization, the political structure of cities and suburbs, party organization and interest groups in urban areas, electoral behavior, and community power structure. The nature of the urban crisis in America and public policy

proposals to solve the crisis will also be discussed. Prerequisite: one 100-level course in Political Science or permission of the instructor.

220. Group Study in Law: Field Placement.
Students will have field placements in law firms and court-related agencies. Details of each placement will be negotiated by the student and the field sponsor. Participants will meet as a group throughout the Interim for discussions with one another and with faculty. Each student will keep a journal and make a final presentation to the group. Limit of 10 students. Prerequisite: Sophomore standing and consent of instructor.

222. Latin American Politics.
A comparative analysis of Latin American political heritage, political processes and contemporary public policy issues. The last half of the course will be an examination of selected Latin American countries with an emphasis on problems of social, economic and political change. Prerequisite: one 100-level course in Political Science or Sociology-Anthropology.

224. International Relations: Theory and Methodology.
An advanced course dealing with some of the major analytic approaches to the study of problems in international politics: conflict and crisis; alliances; diplomacy and negotiations; international integration. Each section will include an examination of the major research methods used in studying these problems. Prerequisite: Political Science 104.

225. United States Foreign Policy.
A survey of the factors and forces entering into the formation and implementation of American foreign and military policy, with special emphasis on the impact of the policy-making process on eventual policy decisions. Prerequisite: one 100-level course in Political Science.

228. Public Administration.
An examination of policy implementation in the U.S. at national, state and local levels. Special attention will be given to agencies and individuals mandated to execute particular public policies, with the following objective in mind: a better understanding of (a) the relationships between structure and personnel on the one hand and policy implementation on the other; (b) the symbolic as well as practical aspects of policy implementation; (c) the interrelationships among executive agencies and between such agencies and legislatures and judiciaries as each participates in shaping and executing public policy. Prerequisite: Political Science 101.

229. Public Opinion and Propaganda.
This course involves an examination of the dynamics of opinion formation and techniques of political persuasion in contemporary society. Of particular interest will be the role of the mass media, advertising, and public opinion polls in influencing people's perceptions and behavior. Prerequisite: one 100-level course in Political Science or Sociology-Anthropology; Political Science 108 is recommended.

312. Congress and the Presidency.
A study of the interrelationships between the modern Presidency and Congress, stressing contemporary forces and personalities straining and changing the relationship in a period of unparalleled institutional crisis. Prerequisite: Permission of the instructor.

315. Women and Politics.
The seminar will involve a critical analysis of empirical research on the following topics: political socialization of women in the U.S.; factors which influence the political participation of women; characteristics of politically active women; and the political roles of women in the U.S. Prerequisite: Political Science 108.

501, 500, 502. Independent Study.

603-604. Tutorial.

Psychology

Major Requirements:

12 courses, including the tutorial. Students majoring in psychology are required to take the following courses: Psychology 101, 102, 109, 110, which prospective majors should complete by the end of the sophomore year; 211, 302, 603, and 604. Note that one course unit in 503, 504, or 505 may be substituted for 302. In addition, majors must choose three courses from the following: Group A: 221, 222, 223, 224; Group B: 231, 232, 233; Group C: 241, 242, 244. Courses in Groups A, B, and C have both lecture sections (1 course) and laboratory sections (½ course). Lecture sections may be taken for credit without laboratory; laboratory sections must be taken concurrently with lecture sections. The three courses may be chosen according to one of the following schemes: 1. One course from each group, two with laboratory, one laboratory must be in Group A. (This is the most general option but is not by itself optimum preparation for beginning graduate work in psychology.) 2. Two courses from Group A, one from either B or C, any with laboratory. (This is better than option I as preparation for beginning graduate work in psychology). 3. Three courses from Group A (223, 224, and either 221 or 222), two with laboratory. (This amounts to a concentration in experimental psychology and is the best available preparation for beginning graduate study in psychology.)

Unless otherwise noted, Psychology 101 and 102 are prerequisite to all other courses for majors. Prospective majors are urged to complete Psychology 109 and 110 in the freshman year and 211 and at least one laboratory course in the sophomore year.

The following courses are especially valuable foundations for graduate study in psychology: Mathematics 101, 102, 221, 222, 251 and 252; Biology 143, 144, 204, 241, 307; Chemistry 101, 103, 205.

Students not majoring in psychology may take the lecture section of any course, provided they have had Psychology 101 or its equivalent. Generally, the laboratory sections of advanced courses have Psychology 102 as prerequisite, but non-major students who have not completed Psychology 102 may seek the permission of the instructor to enter the laboratory section of an advanced course.

001. Freshman Seminar: Aggression.

A study of aggression as it appears in various forms in humans and other animals. Aggression will be approached from various perspectives: biological, psychological, sociological and political. In addition to lectures and discussion, the course will require some laboratory work.

101. General Psychology.

An introduction to the scientific study of behavior with emphasis on the origins of behavior, learning, sensation and perception, social influences, physiological factors, individual differences, personality, and adjustment and maladjustment. Three hours of lecture and one hour of discussion weekly.

102. Advanced General Psychology.

Lectures and experiments on selected problems in human and animal learning, perception, problem solving, motivation, and social behavior. Three hours lecture, four hours laboratory, weekly. Prerequisite: Psychology 101. 1½ courses.

109. Elementary Statistics.

Designed primarily to introduce psychology majors to an essential research tool. Introduction to frequency distributions; probability models; descriptive indices of central tendency, variability, and association; inferential statistics including "nonparametric" techniques; partitioning of variance. Concurrent registration in 110 required. Prerequisite: 102 previously or concurrent; upperclass students may register with permission of instructor.

110. Quantitative Methods Laboratory.
Instruction and practice in methods of data reduction and calculation. Construction of tables and graphs, calculation from graphs, use of slide rule, desk calculators, computers; introduction to computer programming. Prerequisite: 109 or equivalent previous or concurrent. ½ course.

*183. Black Psychology.
An examination of the theories of motivation learning, conditioning and behavior of the Black American. An attempt will be made to isolate and discuss basic adjustment problems, patterns of self-perception and the perception of others, negative as well as positive personality traits. Students will be exposed to the work of prominent theoreticians, psychologists and psychiatrists. Two hours of lecture and one hour of discussion weekly.

*190. Introduction to Computer Science.
A study of the basic logic and components of a digital computer system. Emphasis will be placed on on-line computer programming using the BASIC programming language. Each student will be expected to develop some proficiency in programming and to complete a computing project in her field of interest. No background in science/mathematics will be assumed.

211. Research Design.
An examination of experimental design procedures with an emphasis on analysis of variance. The issues and concerns which confront the researcher in designing and analyzing experiments will be considered. Required of all majors. Prerequisite: Psychology 109-110 or equivalent.

221. Learning: Basic Processes. (Group A.)
Lecture. Empirical research and theories concerning basic learning processes in animals and humans. The course deals with classical and instrumental conditioning, extinction, generalization and discrimination, as well as the role of motivation, reward and punishment, and other task variables affecting performance in learning tasks.

221A. *Laboratory.*
Animal and human experiments are conducted to familiarize students with the methodology and analysis of research in learning. ½ course.

222. Human Learning, Memory, and Cognition. (Group A.)
Lecture. An overview of empirical research and theories concerning verbal learning, attention, memory, transfer, problem solving, and thinking.

222A. *Laboratory.*
Designed to familiarize students with the methodology and analysis of research in human learning. Both replications of existing studies and original experiments are performed. ½ course.

223. Perception. (Group A.)
Lecture. An examination of perception as an information-extraction process, with emphasis on classical and contemporary methods, data, and theories. The relation of perception to motivation, learning, and cognition will be considered.

223A. *Laboratory.*
Experiments and demonstrations of the major perceptual phenomena will be performed by the students.

224. Motivation. (Group A.)
Lecture. A survey of the concepts and data related to the arousal and direction of behavior.

224A. *Laboratory.*
Experiments with humans and other animals on the factors controlling activity, productivity, choice, and aspiration. ½ course.

231. Social Psychology. (Group B.)
Lecture. A survey of human and animal behavior in social context. Prerequisite: Psychology 101, 102 or Sociology-Anthropology 101.

231A. *Laboratory.*
Field studies and laboratory experiments on behavior in social situations. ½ course.

Neither 183 nor 190 can be used to satisfy major requirements.

232. Personality. (Group B.)
Lecture. A survey of modern research literature on complex individual differences, to illustrate concepts, types of problems and methods, and their relevance to extant "theories" of personality.

232A. *Laboratory.*
Laboratory and field studies to examine the effects of individual characteristics on various aspects of behavior. ½ course.

233. Behavioral Pathology. (Group B.)
Lecture. A study of definitions of normality and abnormality, functional and organic syndromes, theories of causation and of procedures for the diagnosis and modification of disturbed behavior.

233A. *Laboratory.*
Clinical case demonstrations, films, tapes, and institutional visits are combined with individual projects relating to work with disturbed individuals and their families. Non-majors must obtain the consent of the instructor to register for the laboratory. ½ course.

241. Physiological Psychology. (Group C.)
Lecture. The basic principles of brain structure, organization and function; the interdependencies between the nervous and the endocrine systems; and the fundamental relationships between brain and behavior. Prerequisite: Biology 201, 202 or Psychology 101,102.

241A. *Laboratory.*
Basic surgical techniques for electrode implant and other operations, brain dissection and slide preparation. Rats will be physiologically manipulated and the resulting behavior observed. ½ course.

242. Prinicples of Child Development. (Group C.)
An overview of psychological development from birth through adolescence.

243. Critical Problems in Development Psychology.
An advanced laboratory-seminar. Experimental research projects on special topics in developmental psychology. Prerequisite: Psychology 242.

244. Behavior of Animals. (Group C.)
Lecture. An examination of the basic principles of animal behavior with an emphasis on specific topics such as aggression, overcrowding, social behavior, social organization, and communication.

244A. *Laboratory.*
Observation and experimentation with a variety of species including primates, rodents, reptiles, and insects in natural, semi-natural, and laboratory environments. Restricted to 10 students, with seniors having preference over juniors, and juniors over sophomores, etc. ½ course.

251. Tests and Measurements.
A study of the principles and major concepts of psychological and educational testing; a systematic coverage of various types of tests in current use in psychological work. Laboratory work will be integrated with the course.

302. Seminar.
Course varies from year to year, emphasizing areas of importance in contemporary research. Relevant current literature stressed. Local resource persons and research facilities are utilized. Required of junior psychology majors. Major emphasis is on preparation of plans for tutorial research. Non-majors may register with the consent of the department.

350. History of Psychology.
Main trends in the history of the science as revealed in the development of major research problems.

352. Special Topics.
Lectures and discussions designed to cover in depth topics of interest to students and faculty which are not adequately covered in other courses. The instructor and topic will be different each time the course is given.

Students may request individual faculty members to use this course for a topic which they suggest.

501, 500, 502. Independent Study.

503, 504, 505. Individual Research in Psychology.

Intensive study of a specific research problem by survey of literature, data collection, data analysis, with the supervision and collaboration of a faculty member and possibly in collaboration with other students who are working on the same problem or related ones. Minimum registration: one term or Interim; repeated registration to a total of three units permitted. Psychology majors may substitute this course for Seminar (302); it is ideal preparation for tutorial work in Psychology. Prerequisites: At least one laboratory course in addition to 102, prior consultation with instructor, and instructor's permission.

603-604. Tutorial.

Sociology-Anthropology

Major Requirements:

11 course units, including the tutorial. Students majoring in sociology-anthropology are required to take the following: Sociology-Anthropology 101, 103, 104, 207; one of the following: Mathematics 110, Psychology 109, or Political Science 212; and the tutorial. Students may substitute Sociology-Anthropology 102 or 114 for Sociology-Anthropology 101. Majors are also required to take two electives in the department and any two courses on the history of sociological or anthropological theories (Sociology-Anthropology 215, 216; Political Science 207, 208; Economics 321; Philosophy 223, 226).

The department's purpose is to expand, deepen, and demystify the student's comprehension of behavioral science. Its particular emphasis is socio-cultural behavior, focusing on the varieties, regularities, and changes of socio-cultural systems in space and time. The department has special interest in urban-dominated Euro-American and Third World ways of life.

The major program is designed to provide thorough grounding in the interaction of socio-anthropological theory and substantive areas of sociology and anthropology, familiarity with the concepts and techniques of research strategies, and verification of theory in behavioral science. Students in sociology-anthropology are strongly urged to acquire as broad as possible a background in social science and are encouraged to take courses in the areas of political science, history, psychology, and economics.

Students who intend graduate study in sociology and anthropology should bear in mind that a reading knowledge of two foreign languages, normally French and German, and familiarity with quantitative methods of data analysis, may be required for graduate study.

001. Freshman Seminar: Knowledge for What?

Questions on the human uses of social and behavioral science. The main idea is to articulate, study and discuss one or more questions about our world now, concerning processes such as social genders, races, ethnicities, classes, poverty, international underdevelopment, population, environments, schooling, violence, activisms, and our responsibilities to the people we study. The outcome, beyond the selected focus, should be ideas and projects of the student's own which can be carried out in later courses.

101. Introduction to Sociology.

Major sociological approaches to urban-industrial society; cultural analysis; status and role analysis; interactional analysis; analysis of complex organizations; social system analysis.

102. Problems in American Society: Conflict, Consensus, Resignation.

Poverty, racism, stigmatization and other problems of American society will be examined. Victim reactions in terms of conflict, acceptance, and resignation will be analyzed. Policy formation by the system will be discussed. This course

is intended as a beginning course in sociology and can be substituted for Sociology-Anthropology 101. Limited to 20 students.

103. Early Persons and Culture.
Examination of the processes and evidence of the origins and evolution of human beings. Origins and evolution of societies. Introduction to anthropological ideas of socio-cultural processes and formations.

104. Introduction to Social/Cultural Anthropology.
Study of the nature of socio-cultural processes, with emphasis on the understanding of humanity to be gained from comparative study of primitive cultures, complex traditional societies and underdevelopment in the modern world.

112. Peoples and Cultures of the World.
A survey of populations or "races" of the world for non-majors and majors; question of the "races" of man. Survey of major socio-cultural regions of the world (e.g., Mid-East, Sub-Saharan Africa, South America). Attention to teaching about other ways of life in primary and secondary education.

114. Personality and Social Structure.
The question of the effect of social structure will be explored. This will be done through an examination of various theories concerning the relationship among cultural values, structure of social institutions, and variations in national character. One of the questions dealt with will be, "Is there such a phenomenon as national character?" Another will be, "Is there such a thing as femininity?" The emphasis will be on socialization processes. This course is intended as a beginning course in sociology and may be substituted for Sociology-Anthropology 101. Limited to 20 students.

120. American Women from a Sociological Point of View.
This course will attempt to apply basic sociological concepts to information about women from a variety of sources (studies, novels, census reports, etc.). Sample topics might be "psychological effects of women's roles," differential socialization of men and women," and "role complementarity vs. role incongruity."

122. Organizations in Modern Society.
Case studies of the types of organizations characteristic of Western industrial society. Each student will select an organizational area in which to focus her reading. The specific areas will include: educational, governmental, military, health, correctional, and religious. Special attention to the problems of bureaucracy and of total institutions in modern society. Prerequisite: One course in sociology-anthropology or in political science or permission of the instructor.

124. Social Movements.
An examination of a variety of theoretical models for the study of social movements such as: Marx, Dahrendorf, Smelser, Kornhauser, Johnson and others. Historical and current case studies from various socio-cultural settings will be discussed. Prerequisite: One course in sociology-anthropology or in political science or permission of the instructor.

126. Inequality in American Society.
A review of theories to account for institutionalized inequalities in American society. Emphasis will be placed on the consequences and evidence of stratification. The interaction of class and race memberships will be studied.

127. Anthropology of the Afro-American.
Course is to be a study of the "myth of the Negro past" and of major myths, facts, and trends that comprise the Black experience in the Americas. Emphasis on the work of Black scholars and/or anthropologists. Also focus on Africa.

141. Political Anthropology.
Study of the emergence and operation of varieties of processes of power in relation to organized control, aggression, cooptation, insecurity, alienation, and change. Familistic, gerontocratic, chiefly and state-organized

regimes. Particular emphasis on questions of the pathways and functions of class and state formation, their interplay and transformations. Prerequisite: Sociology-Anthropology 103 or 104.

143. Peoples of Asia I: East Asia.
Developmental processes and variations in cultures of China, Japan, Korea, Tibet, Mongolia, and Siberia. Recommended: Anthropology 103, 104, or Sociology 101.
(See also Black Studies.)

144. Peoples of Asia II: South and Southeast Asia.
Developmental processes and variations in cultures of India, Ceylon, mainland Southeast Asia and Indonesia. Recommended: 103, 104, or 101.
(See also Black Studies.)

145. Urban Anthropology.
Central places for the coordination of the economy, power, ideology and entertainment. An anthropological perspective on the pathways, requirements and consequences of urbanism, with particular emphasis on the role of proletariats and sub-proletariats inside and outside of urban centers. The research of anthropologists in cities. Prerequisite: Sociology-Anthropology 103 or 104.

146. Comparative Religion: Anthropology of Ritual and Belief.
Socio-cultural analysis of religion. Comparison and contrast of ceremonial and ideology among "primitive" and "advanced" cultures. Religious change and conservatism. Prerequisite: Sociology-Anthropology 101, 103, 104 or permission of the instructor.

247. Comparative Institutions: Research.
Cross-cultural study of problems in ecology, familism, stratification, political anthropology, ideology, on a more intensive basis than 103 or 104. Prerequisite: Sociology-Anthropology 103, 104, or permission of the instructor.

148. Marriage and the Family from a Feminist Point of View.
A reappraisal of previous research and exploration of new research on marriage and family with special attention to the interaction of structure and myth and its consequent dysfunction for individuals.

183. Black Women in American Society.
A study of the changing role of the Black woman in American society. Included will be an overview of the societal organization and its effects on the expectations held for the Black woman. (See also Black Studies.)

207. Methods of Social Research.
A survey of basic techniques for the acquisition and treatment of sociological data. Basic concepts, the interrelation of theory and research, research design, sampling, problems of measurement, methods of data collection, analysis and interpretation of data will be discussed. Field project connected with the respective themes will be conducted. Prerequisite: One course in sociology-anthropology or in political science, or permission of the instructor.

212. Social Problems and Issues.
Socio-cultural perspectives on environment, ethnicity, racism, poverty, schooling and violence. Prerequisite: An introductory course in the social/behavioral sciences or permission of instructor.

215. Classical European Theories and Theorists in Sociology.
Study of the foundations of modern sociological theory, including writings of Marx, Weber, Durkheim and Simmel. Consideration of the intellectual context of the writers, and of the consequences of their work for contemporary sociology. Prerequisite: one course in sociology-anthropology or in political science.

216. American Sociological Theories and Theorists.
Study of the development of sociological theories in the United States, including writings of Cooley, Mead, Park and Sorokin. Consideration of trends in contemporary theory and of the continuing interaction of theory

and research in American sociology. Prerequisite: one course in sociology-anthropology or in political science, and Sociology-Anthropology 215, or permission of the instructor.

228. Deviance and Social Control.
The main topics will be the various theories which have attempted to explain why people break the norms of a social system and to explain the societal reaction to this breaking of the norms. This course will be run as a seminar. Each student will be assigned a book, articles, etc., on the basis of which she will make an oral presentation. Prerequisite: Sociology-Anthropology 101 or permission of the instructor.

229, 230. Group Independent Study in Probation and Parole.
Students will be asked to make a two-term commitment to work in the probation and parole program of Allegheny County. This work experience (4-6 hours per week) will be combined with classroom instruction on probation and parole. Among the topics to be covered are the following: history of probation and parole; theoretical grounding of probation and parole; its development in Pennsylvania; the relationship of the courts and their control over sentencing; explanation of the present system of probation and parole; the role of the parole agent; and the client and the community. Extensive use will be made of outside speakers from correctional institutions in the area and others interested in this topic. Prerequisite: Permission of the instructor. Sociology-Anthropology 228 is suggested as helpful background for the course.

236. Development of Anthropological Theory.
An examination of the evolution of major ideas of anthropology out of the intellectual and societal contexts of archaic societies (e.g., Greece and Persia). Medieval and Renaissance times, with emphasis on theories developed in the 18th and 19th centuries, including their close relation to sociological theories.

501, 500, 502. Independent Study.

603-604. Tutorial.

Program Areas

(See also Departmental Areas)

Administration and Management

The Administration and Management Program intends to develop students who can convey ideas in a disciplined and interesting manner in speaking and writing; who understand the nature and function of various types of human organizations and the people who work in them; who understand the function of law and morality in regulating and guiding human decision making; who have knowledge of the American economic system and principles of finance, financial analysis and record keeping; who can think logically and realistically in planning and making decisions; and who also have an understanding of the role and history of women.

The methods of teaching and the content of the curriculum will emphasize intellectual and critical appraisal rather than technical specialization. The courses focus on general knowledge and prepare the liberally-educated student for the administration and management of the formal institutions of our society.

Major Requirements:

Eighteen courses including one internship and the tutorial. Fourteen of the requirements are core courses; four are from one of the corollary tracks. Note: A student is required to take only three of these four courses: Administration and Management 232, Mathematics 107, 108, Philosophy 119. The three courses selected must be approved by the Program director.

Adjunct Program:

A student may combine another major with Administration and Management by taking the 9 core courses designated by the asterisk. The Problem Solving Seminar (Administration and Management 401) is one of the required courses, but it does not serve as part of the tutorial. The tutorial will be in the student's major area and related to management.

Core Courses:

English 104. Expository Writing II.

At least one term of college level natural science, especially:

Chemistry 102. Contemporary Topics in Chemistry, or Biology 227. Biological Effects of Water Pollution.

History 138 or 139. Role and Status of Women in Historical Perspective, or Sociology 120. American Women from a Sociological Point of View, or Philosophy 228. Philosophical Problems in Feminism.

*Administration and Management 101. The Modern Corporation: An Introduction to Contemporary Business.

The economic and social setting of business in contemporary industrial society is examined, with emphasis on its impact, functions, forms, values, and responsibilities. Students are introduced to administrative and managerial purposes and processes.

The course considers several aspects of business operations, including financing and ownership, production, marketing, growth and development, and the decision-making process. Also studied are the relationships between business institutions and their several publics: consumers, employees, owners, governments, schools, and the local community. The impact of business on the physical environment is examined.

*Philosophy 119. Logic I.

*Economics 102. Microeconomics.

Mathematics 107, 108. Calculus, Models and Decisions I, II.

*Administration and Management 201. Experiencing Organizations.

This course applies the behavioral sciences to each student's experiences in organizations. Beginning with the individual as an organization,

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**Denotes core courses required for the Adjunct Program.*

the course will develop understanding of the structure, function, and environment of work and other social organizations. Students will be exposed to a variety of types of organizations, including business, government, medical, education, religious and volunteer systems.

Particular emphasis will be placed on recognizing and influencing the relationship of various components of the organization to increase organizational effectiveness. Prerequisite: Administration and Management 101 or permission of the instructor; it is highly recommended that Psychology 101 or Sociology 101 be taken previously.

Administration and Management 202. Managing Organizations.

This course provides an introduction to the role and functions of managers in organizations. Areas which will be explored are work, its design and distribution; personnel, their selection, training, and evaluation; communication, its design and implementation; decision-making, appropriate means for different problems; innovation and social responsibility, the limits of a manager's function. Throughout the study we will consider the relationship of style of interpersonal communication, use of power, control and accountability to the success of the manager. Prerequisite: Administration and Management 201.

***Administration and Management 222, 223. Financial Analysis and Managerial Accounting I, II.**

This course is designed to enable the non-accountant to gain an understanding of basic accounting theory and commonly used accounting terminology and practice. Students will be taught the objectives of basic financial statements, how to read the financial statement captions and supporting data, and how to interpret the financial data presented. The focus of the course is upon principles, objectives and interpretation rather than bookkeeping techniques.

***Administration and Management 232. Computers and Decisions.**

This course begins with an introduction to digital computers, computer logic, programming and flow charts. A computer programming language (FORTRAN IV) is learned and illustrated with several exercises involving decision-oriented problems from business, such as compound interest accumulation, break-even volume, inventory strategies, financial ratio analysis, forecasting models, depreciation methods, and statistical decision theory. The use and role of computers in business and non-profit organizations are studied with emphasis on the following topics: information processing systems, the effects of the computer on the organization and its people, including behavioral implications, and the outlook for the future of computers and electronic information processing.

***Administration and Management 401. Problem Solving Seminar.**

For Administration and Management majors this course serves as the first term of the tutorial; for students in the Adjunct Program this course does *not* serve as part of the tutorial.

The seminar provides students with an opportunity to integrate the functional, analytical, and conceptual skills they have already gained into decision-making processes. Additionally, they will learn to identify and assess the forces for and against change; understand and practice influencing others and being influenced. They will use a number of problem solving methods in order to determine the relevance of method to organization and issue.

Case studies, simulation, and games will be used in addition to lecture and discussion in order to assure integration of their knowledge.

Prerequisites: Administration and Management 101, 201, 202, 232.

Administration and Management 601. Tutorial (one term)

*Law, Ethics and Society (projected course)

**Denotes core courses required for the Adjunct Program.*

Corollary Courses:

A student who elects the management program as a multidisciplinary major will complete four course units in a corollary track. One of these course units will be Administration and Management 601, the second will be a field experience or internship, and two others will be from those listed. The offerings listed in each area are not exclusive possibilities. Students will be able to propose other new or existing courses as substitutes. A student with a particular interest in an area not listed can develop a track of her own with faculty guidance.

Internships and field experiences are required, ordinarily in the junior year prior to entering the Senior Problem Solving Seminar, in order to gain perspective on the relationship of abstract principles to real problems. Students in field placements will be active participants and will be expected to produce a report or series of reports on their work.

Internships and field experiences are voluntary at the freshman and sophomore levels. Students will be encouraged to engage in an internship on a voluntary basis for credit. These internships will usually be coordinated on a group basis.

Government and Public Service:

Economics 101. Macroeconomics.

Economics 214. Public Finance.

Political Science 101. American Political Processes.

Political Science 201. The American Judicial Process.

Political Science 228. Public Administration.

One unit of field experience or internship (required).

Administration and Management 601. Tutorial.

Banking and Finance:

Economics 101. Macroeconomics.

Economics 113. Money and Banking.

Political Science 101. American Political Processes.

One unit of field experience or internship (required).

Administration and Management 601. Tutorial.

Business and Industry:

Economics 101. Macroeconomics.

Economics 218. Labor Economics.

Political Science 101. American Political Processes.

One unit of field experience or internship (required).

Administration and Management 601. Tutorial.

Cultural and Educational Institutions:

Administration and Management 304. Non-Profit and Volunteer Systems.

This course offers an understanding of the nature of volunteerism and the structures that emerge. It will consider private, public, and self-authorized non-profit groups which serve community, health, profession, work, or education needs, e.g., American Red Cross, Crisis Intervention, National Student Lobby, AIA, Iron and Steel Institute, etc.

Theory and practice in recruiting, contracting, planning, supervising, scheduling, evaluating, and reporting will be provided. The course will offer a system for adapting the ideas and methods recorded in business literature for use in volunteer systems.

Prerequisites: Administration and Management 101, 201, 202.

Communication 101. Introduction to Communication.

Political Science 101. American Political Processes.

One unit of field experience or internship (required).

Administration and Management 601. Tutorial.

Human Services:

Administration and Management 304: Non-Profit and Volunteer Systems.

Political Science 101. American Political Processes.

Sociology 101. Introduction to Sociology.

One unit of field experience or internship (required).

Administration and Management 304. Non-Profit

Black Studies

Students may major in the Program in Black Studies by completing 12 courses in Black Studies, including History 185 (181), 186 (182) and the tutorial. Other courses may be counted towards the Black Studies major with the approval of the Black Studies coordinator. In addition to the offerings at Chatham College, certain courses may be taken for credit at the other colleges and universities in the area under the cross-registration program.

The following courses at Chatham may be taken towards fulfillment of the major requirements:

Education 322. Teaching in an Urban Setting.

Juniors and seniors are required to participate in this course which is designed to aid them in exploring the complexities of teaching in an urban setting. Based upon the premise of individualized instruction, each student selects readings, films and tapes to incorporate into a specialized program of study. Dialogues with leaders of community groups within the city stimulate thinking and develop a free exchange of ideas. A field experience in the student's area of competency in an urban setting is provided through cooperation with the Pittsburgh Public Schools. An area of concentration selected by the student and supported by a member of the faculty is the focus of an in-depth study.

English 184. Literature of Black American Authors.

A comparative study of Black literature of the twentieth century encompassing three areas of the world: Africa, the Caribbean Islands, and the United States. A textual, analytical approach will be used to examine the autobiography, novel, theatre, and poem. The concept of music as literature, folkloric form, will be reviewed; and discussion of the themes of place and culture, vindictiveness and non-vindictiveness, negritude, and power will be central in the treatment of selected works. Three class meetings weekly. Lectures, extensive reading, oral reports and discussion.

History 185. Afro-American History I.

An examination of some of the major political, social and economic developments in the unfolding of the Black experience on the African continent and in the United States to 1865. Aspects of the Black experience to be investigated will be: the social-psychological impact of European penetration upon traditional African societies; slavery in the colonial and antebellum periods.

History 186. Afro-American History II.

An examination of some of the major political, social and economic developments affecting the Black experience since 1865, giving attention to the Civil War period: abolitionism and revolt; the Civil Rights crusade; and the Black Power Movement.

Psychology 183. Black Psychology.

An examination of the theories of motivation learning, conditioning and behavior of the Black American. An attempt will be made to isolate and discuss basic adjustment problems, patterns of self-perception and the perception of others, negative as well as positive personality traits.

Students will be exposed to the work of prominent theoreticians, psychologists and psychiatrists. Two hours of lecture and one hour of discussion weekly.

Religion 184. The Development of the Black Church.

The development of the Black church in America with particular emphasis on the evolutionary process from the invisible Black church to the organized Black church. The major socio-political implications of the Black church as expressed by its most important provocateurs will be examined. The major figures to be studied in context will be: Nathaniel Turner, Edward Wilmot Blyden, Absalom Jones, Richard Allen, David Walker, and Bishop Henry McNeal Turner. Also a brief look at the African heritage embodied and preserved in the Black church via style of worship, and the spirituality expressed through the medium of music.

Sociology 183. Black Women in American Society.

A study of the changing role of the Black woman in American society. Included will be an overview of the societal organization and its effects on the expectations held for the Black woman.

Sociology-Anthropology 127. Anthropology of the Afro-American.

Course is to be a study of the "myth of the Negro past" and of major myths, facts, and trends that comprise the Black experience in the Americas. Emphasis on the work of Black scholars and/or anthropologists. Also focus on Africa.

581, 580, 582. Independent Study.

Independent study may be undertaken in the Black Studies Program and/or other departments with the consent of the instructor and the Black Studies Coordinator.

683-684. Tutorial Studies.

Tutorial studies may be undertaken in the Black Studies Program and/or other departments with the consent of the instructor and the Black Studies Coordinator.

Communication

The Communication Program aims to develop in each student who completes the program the following: the ability to write and speak effectively; an understanding, at a fundamental level, of the nature and function of language, particularly of the English language; an understanding of the visual aspects of communication; a sensitivity to the public uses to which language is put in the marketplace of communications, and to the differences between these uses and the usual academic concerns with language; the ability to make evaluative judgments; an awareness of the practical professional opportunities in the various fields of communication, and experience in the common activities demanded as a part of these opportunities. The substance and the methods of the program emphasize critical judgment rather than vocational training, liberal intelligence rather than technical specialization. Because the possible professional opportunities are so many and so varied, the program stresses the fundamental learning which should enable a graduate to enter any of many areas in the field, and should enable her to change specific occupations several times while remaining in the general field.

Major Requirements:

Twelve courses, including the sequence of core courses, four selected corollary courses, and the tutorial. Field placements shall be in different media. The tutorial shall be composed according to the following conditions: one semester may be field experience; one semester must be critical, discursive, analytical. Students are also required to demonstrate a proficiency in a foreign language and to include courses from all divisions in their total programs. Students must also include in their academic programs a concentration in one of the traditional disciplines.

Adjunct Program:

Students who wish to combine an interest in the Communication Program with a major

in another field shall take the sequence of core courses, excluding the tutorial, and must demonstrate a proficiency in a foreign language.

See appropriate departmental listings for course descriptions.

Core Courses:

Communications 101. Introduction to Communication.

An introductory course designed to acquaint students with the concerns of the field, team-taught by the faculty and visitors from the media. The seminar will include observation periods in the field. The course includes an Open Laboratory: instruction in the exploration of simple technical skills, e.g., Polaroid photography, cassette tape recording, the use of projectors and video-tape equipment.

English 103. Expository Writing II.

A continuation of Expository Writing I, a practical course extending work with the structures of essay forms, prose styles, skills in research, and verbal-visual presentations. (Designed for students who have completed Expository Writing I or who command the basic skills it covers.)

Communications 192. Basic Photography.

A study of the black-and-white photograph; study of and experience with exposure and development of photographic film and paper; study and practice in the photograph as documentation, representation, and expression. Prerequisite: Permission of the instructor.

Communications 193. Visual Studies.

The course aims to acquaint the student with the vocabulary of visual communication, to sensitize her to the element of design, and to alert her to the possibilities and limits of illustrating, documenting, and conveying her ideas through visual media. Class meetings will include discussions of shared readings, analysis of graphic and photographic designs, and criticism of student solutions to assigned design problems. Among the subjects for academic, analytical study are such as the following: Bauhaus design principles, design in natural forms, page design, photographic design, type and space, and color vs. black-and-white.

234. Communications and the Media: Special Topics.

An examination of the history of the medium, relating this history to the present day. Emphasis will also lie on the vital role television plays as a means of relating the news, and also on the role it has in relation to politics. The role of television as an educator and as a narcotic will also be discussed. Critical viewing and demonstrations of how programs are produced will also be included. The course will utilize film, slides, audio and video tapes, and guest speakers.

Communications 250. Group Study in Communication: Internships.

Students will have field placements with local firms and institutions in the media. The particulars of each field placement will be negotiated by the student and her field sponsor. Participants will meet as a group throughout the placement period for discussions with one another and with faculty. Each student will keep a journal and make a final presentation to the group, contending with certain questions or aims. Prerequisites: Communications 101, English 103, and permission of the instructor.

Communications 255. Internship in Communication.

Students will have field placements with local firms and institutions in the media. The particulars of each field placement will be negotiated by the student and her field sponsor. Each student will keep a journal and submit a final paper. Prerequisites: Communications 250, 193, and permission of the instructor.

Communications 301. Symposium in Communication.

A gathering of instructors, senior students, and visitors from the media, discussing topics generated during other program engagements. Prerequisite: Communications 250.

Communication 603, 604. Tutorial.

Corollary Courses*:

These courses are drawn from departments throughout the College; the list changes from year to year, as departmental offerings change. Courses are included in this list on the basis of 1) the relationship of the study of modes of communication, 2) the relationship of the course to the study of the social impact of communication, and 3) the relationship of the course to practical concerns of the program.

Art 101, 102. Drawing.

Art 133. Art Topics.

Art 260. The Surrealist Film.

Art 352. Seminar in Art History: Art in the Service of the State.

Chemistry 102. Contemporary Topics in Chemistry.

Education 208. Communication Skills and the Arts.

English 141. Linguistics: An Approach to Language.

Communications 192. Basic Photography.

Communications 234. Communications and the Media: Special Topics.

English 243, 244. Imaginative Writing, I, II.

Music 132. Music Journalism.

Music 101. Seminar in General Music.

Philosophy 119, 120. Logic I & II.

Political Science 229. Public Opinion and Propaganda.

Psychology 190. Introduction to Computer Science.

Psychology 231. Social Psychology.

Course descriptions appear under departmental offerings.

Urban Studies

The Urban Studies Program aims to provide, through classroom and field experience, an understanding of the city, its problems and the methods used for solving these problems. Basic competency in economics, political science, sociology and social science research methods will be developed. The program can serve as a basis for professional training at the graduate level in urban and regional planning, city management and related fields, or for employment in an urban environment.

Program Requirements:

As an area major: thirteen units, including core courses (five units), elective courses (four units), two field experiences (two units), and the tutorial (two units).

The elective courses and the tutorial would be completed in the major department.

Core Courses:

The object of the core courses is to give the student a basic understanding of the study of the city in the context of the social sciences and the tools for further study.

Elective Courses:

The object of the elective courses is to develop a greater understanding of the study of the city within a specific area. The selection of the elective courses should be made as a part of an overall program leading to the tutorial. The student, by the end of the sophomore year and no later than the first term of the junior year, should develop an overall program including elective courses, the field experiences and the tutorial. Also career and professional school plans should be taken into consideration. The necessity of including post-graduate plans in the development of the overall program cannot be over stressed. Many professional schools and careers require certain courses at the undergraduate level for entrance into them.

Field Experiences:

The object of the two field experiences is to provide exposure to urban life and to the study of the

city outside of the classroom. It is recommended that the first field experience be taken in the sophomore year. The second field experience may be taken in either the junior or senior year.

Core Courses*:

A. Research Methods and Social Statistics (two units)

Political Science 211. Methods of Political Research, or Sociology-Anthropology 207. Methods of Social Research.

Political Science 212. Elementary Statistics and Computer Analysis in Political and Social Research, or Mathematics 110 (112). Elementary Statistics.

B. Substantive Courses (three units)

Political Science 216. Urban Politics.

Sociology-Anthropology 145. Urban Anthropology, or Sociology-Anthropology 122. Organizations in Modern Society.

History 208. The City in History.

Elective Courses (four units)*

Administration and Management 101. The Modern Corporation: An Introduction to Contemporary Business.

Economics 100. Introduction to Economics: The Science of Choice.

Economics 102. The American Economic System: Microeconomics.

Economics 214. Public Finance.

Economics 218. Labor Economics.

Education 322. Teaching in an Urban Setting.

French 140. Paris: The Study of a City.

History 105.
The Urban Civilization of Athens and Rome.

History 151. Introduction to American History.

History 257. The Roots of Modern America.

History 258. Modern America, 1933-Present.

Political Science 190.
Introduction to Urban Planning.

Political Science 201.
The American Judicial Process.

Psychology 231. Social Psychology.

Sociology-Anthropology 103.
Early Persons and Culture.

Sociology-Anthropology 126.
Inequality in American Society.

Sociology-Anthropology 228.
Deviance and Social Control.

A knowledge of the use of the computer is strongly recommended:

Psychology 190. Introduction to Computer Science.

Administration and Management 232. Computers and Decisions.

Course descriptions appear under departmental and program offerings.

Women's Studies

Biology 120. Biological Aspects of Sexual Function.

Drama 108. American Drama.

English 323. Seminar: The Brontes.

History 138, 139. The Role and Status of Women in Historical Perspective.

French 001. Freshman Seminar: Feminism and Existentialism.

Philosophy 228. Philosophical Problems in Feminism.

Political Science 200. Civil Rights of Women.

Sociology-Anthropology 120.
American Women from a Sociological Point of View.

Sociology-Anthropology 148. Marriage and the Family from a Feminist Point of View.

Sociology-Anthropology 183.
Black Women in American Society.

Alumnae Representatives

Arizona:

Barbara Hoge Dansak '49, 2124 East Solano Drive, Phoenix, Arizona 85016

California:

Marianne Byrn Caple '61, 30408 Oceanaire Drive, Rancho Palos Verdes, California 90274

Molly Williams Stephens '71, 933 Robin Lane, Campbell, California 95008

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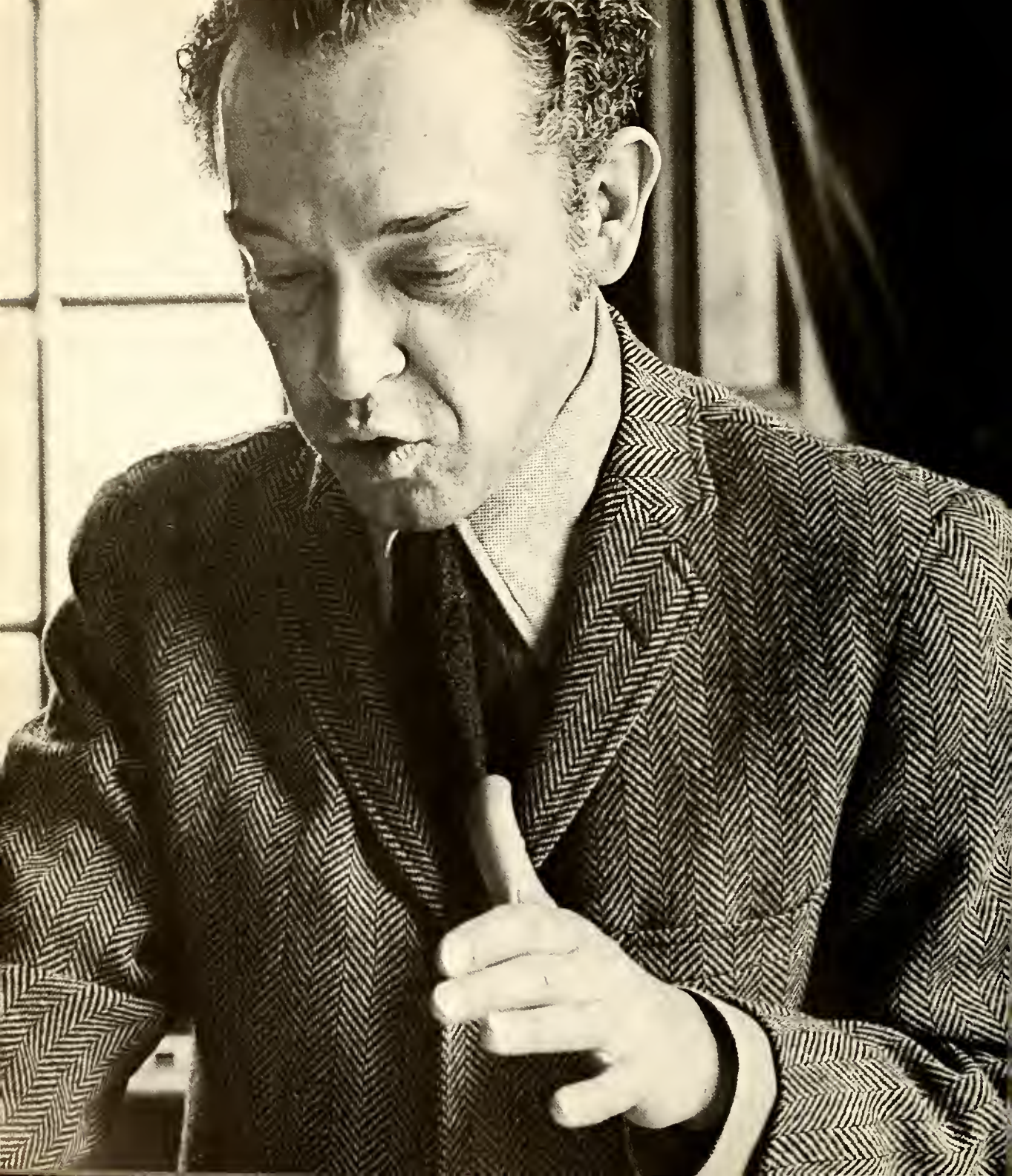

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